

Intellectual Slavery, The Worst Legacy of Colonialism

Africason

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*Dedicated to my beloved late
paternal mother,
Ekuma,
and all good mothers all over
the world*

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Glossary

Philosophy mismatch:

The contradictory or logical disharmony you get when using western ideals, values, philosophy, beliefs, etc., to question African ideals, values, philosophy, beliefs, etc.. vice-versa. This is the first stage of our problem in Africa, created by our unfortunate contact with Europeans.

If you press the CTRL and ALT button and the DOWN ARROW button on your windows laptop or computer, you will literally have a philosophy mismatch when you try using the computer. Try it!.

Post Traumatic Western Education Syndrome:

PTWES is caused by prolonged philosophy mismatch, and it is a condition that an educated African suffers for the rest of his/her life upon acquiring western education.

Putting Square Pegs in Round Holes Syndrome:

PSPIRHS is the condition of often arriving at the wrong decision on how to solve a problem. The proffered solution often ends up as a misfit.

Asaa principle:

The asaa principle of African consciousness is the use of the duality that exists in nature to give a panoramic answer to a question. It states that every question has two-in-one answer, just like the opposite side of a coin makes one coin. You must see both sides of the coin to fully understand how the coin looks like.

Euro-Afro hybrid

An educated black man who is neither a white man nor a black man in thinking.

Psycho-cultural control

The mind control mechanism unleashed by the colonial masters on all their former colonies after independence.

Learned helplessness:

A conditioned state of mind whereby a person or society has given up trying to find a solution to a problem because they have tried many times and failed, and have come to believe that such problem cannot be solved. Therefore, the person or society becomes helpless, instead of thinking out of the box to solve the problem or continue to find a solution to the problem.

Operating system (OS):

Software of the mind. Education and or language.

Inherited indoctrination or acquired indoctrination:

Acquired indoctrination is when you inherit a belief about something you weren't there when it began, like something your parents made you to believe when you was a little boy or girl, and because of that you no longer question it's veracity. You just believe it because others believe it.

Somatogenic: A condition or sickness originating in the somatic cells of the body under the influence of external forces, like sound, smell, touch, light, heat, taste. The opposite is **psychogenic**, which is a condition or sickness originating from mental state. Each appears to produce the other.

Preface

This book was written to warn us of the downside of what we call education in Africa. It was written to tell us the nature of real education, and why we cannot develop with the education given us by Europeans during colonialism. It also warns of the looming danger that we would eventually become foreigners right here in Africa and the imminent threat of re-colonization and subsequent re-enslavement if we fail to take action against the western psycho-cultural attack that has been going on since the so-called independence, all in the name of so-called education.

It should have been written in my native African language. But I am unable to write in my native language, because I don't know how to do so. The psycho-cultural control spread in the name of education has got me stuck with English as my first language, even though I claim to be an African. My own native language has been declared an endangered language by UNESCO, yet there is nothing I can do about that as I am not equipped with literary powers to help it's resuscitation. All I can do is watch my native language die while I excel in English. The question is; if I cannot use my education to read, write, communicate, and advance my native language; have I been educated or indoctrinated? You will answer the question yourself as you read along.

Everybody knows the story. Africa was enslaved by Britain and English imposed as the language of learning in Ghana, Kenya, Malawi, Sierra Leone, Seychelles, South Africa, Sudan, Swaziland, Burundi, Tanzania, Uganda, Zambia, Gambia, Zimbabwe, Nigeria, Botswana, etc. Therefore, when I began schooling, English was presented to me as my first language and the language of knowledge acquisition. All the so-called knowledge I acquired in school through so-called education has been done solely in English at the expense of my native language, which actually is a more intuitive language. As a

result, I have been schooled to lose the natural ability I should have had to express myself fluently in my own language.

Throughout my years in school, I have been trained to believe it is uncivilized to speak my native language in offices; such as banks, government offices, schools, law court, supermarkets. In fact, I was schooled to believe my native language is an inferior language that cannot be used to acquire knowledge in Physics, Chemistry, Biology, Geometry, Economics, Geography, History, etc.

I have been schooled in a Euro-centric educational environment that imposes a western worldview on my mind about everything as if there is no African philosophy and African worldview, and our way of thinking.

I have been schooled to lose the ability to master writing in my native language. I have been schooled to believe African people and languages are nothing, and that we are a people incapable of knowledge creation. Therefore, the reality we face is that only European derived languages have the right to decide what constitutes knowledge and what doesn't constitute knowledge.

But the sad situation where an external entity still decides what should be our knowledge and what should not be our knowledge is slavery!. It is intellectual slavery!.

In history, the story has been whitewashed and it appears the only people that existed in history were Europeans and that Africans contributed nothing to human civilization. This is despite the fact human civilization actually began in Africa and Europeans were the last branch of the human family to join in the arena of human civilization. When Africans were building Pyramids as far back as 5,000 BC, there was no European civilization. Europe was still mostly a stateless continent. Of

course, I have been mis-educated to believe these great African pyramid builders were white!.

In Geometry, I have been mis-educated to believe Pythagoras invented Geometry, when in fact, Geometry is the very branch of knowledge required to get the pyramid in a triangular shape over 5,000 years ago.

In Physics, I have been told Isaac Newton, Galileo Galileo, Nicolas Copernicus, were the first Physicists and Mathematicians. How did the ancient Egyptians build the Pyramid without Knowledge of Physics? How did the ancient Egyptians build the Pyramid without knowledge of Mathematics?

No one has told me that an African king named Amenhotep was already conducting a cesarean operation and delivering babies from the womb of an African woman in Ethiopia, Sudan, and Egypt over 1,500 years before Jesus Christ was born. Nobody told me that an African king, Pharaoh Setti II, divided the river Nile into two to irrigate farmlands in Ethiopia, Egypt, and Sudan, 1,200 years before Jesus Christ was born.

I have been schooled to believe a British man named Mungo Park, discovered the river Niger, when in fact Mungo Park was born in 1771, and before he was born Gambian and Malian fishermen have been fishing along the same river for thousands of years. Indeed, when Mungo Park arrived Africa, he employed the service of these African fishermen to show him the routes along the river. Yet, I was told in school that Mungo Park discovered the river Niger. It is still being taught today. It is not a surprise Lord Kwame Nkrumah said *"Western education is Euro-centric, and it carefully excludes African religion, culture, and history"*.

My education, therefore, is really not education in the true sense of the word. I have been simply indoctrinated and a

western worldview has been imposed on me. This is slavery; just that it is a different type of slavery. It is not the old slavery on the plantation. It is called **intellectual slavery**, and I have been intellectually enslaved. Among many disabilities, the obvious is that western education has stripped me of my innate ability to express myself in my native language, so here I am writing an African book in a white man's language. Clearly, something is wrong!.

Of course, if I were schooled in the Yoruba language, I would have written this book in Yoruba. If I acquired my education in the Igbo language, I would have, of course, known how to write this book in Igbo. We despise our native languages in school; therefore, nobody told me someone could write a book like this in my native language.

It is unfortunate that I am a victim by default. As long as you are an African, we are all victims no matter your educational degree and qualification, and our children and children's children would get this same indoctrination erroneously called education.

It has been about 150 years we were given this education and today it is now fashionable not to know how to speak or write in our native languages. Imagine what we would become in 200 years, 300 years, 500 years, 1,000 years. If we keep going this way, I forecast, we would eventually wipe out our languages and culture from the face of the earth and assume the identity of foreigners. We would eventually become foreigners right here in Africa!. It is a matter of time.

How did we get here?

We got here because *“during colonialism, everything was colonized; including thought and education. Europeans did not just colonize education; they also*

colonized the source of information about knowledge leading to education.”

Introduction

Have you ever considered the fact education in Africa was part and parcel of colonialism?

Do you know Europeans did not bring education to Africa, but simply subverted our indigenous system of education and imposed theirs on us?

Have you ever stopped a minute to realize we can no longer discuss in our native languages without mixing with English?

In fact, if you still don't get it, let me rather ask you a question. What do you call the following shapes in your native language?

Circle
Hexagon
Oval
Pentagon
Octagon
Nonagon
Decagon
Rectangle
Rhombus
Semi-Circle
Square
Star
Trapezoid
Triangle

You see, the only words you could name in your native language could be CIRCLE and STAR. And that is because we use those two daily. The rest you could not name because western education by default has disabled our native languages, making it impossible to be used to create knowledge. This is because when a language is not being used for learning, commerce, and in knowledge creation, the linguistic aspect of

word creation called neologism would be shut down. Eventually, such a language would die, the culture dies, and their history dies.

"What became of the black people of Sumer? The traveler asked the old man, for ancient records show that the people of Sumer were black. What happened to them?"

"Ah, the old man sighed. They lost their history, so they died".

The people of Sumer lost their history when they lost their language. Even if they still exist today, but they could no longer be found on earth because they have no language to identify themselves. Your natural identity from birth is your native language. If you lose it and your children also lose it, and your children's children lose it, eventually your culture becomes non-existent. That is what happened to the people of Sumer. And it is a real existential threat facing us in Africa today.

If nothing is done to put our native languages in the center as the language of education, in the future, we will become foreigners right here in Africa.

Just 500 years ago, the fathers of Snoop Dogg, 50 Cent, Nas, R. Kelly, JZ, Tupac, were Africans. Today, their descendants identify as Americans. You know the story how it happened, but that is not important for now.

Does the fact they look black make them African? NO. They are now Americans.



Here is a question to get you understand what I am driving at: if you are an African living in Africa and you don't speak your native language; what is the difference between you and the above brothers?

Do you get what I am driving at? If we don't place priority on learning and speaking our native languages in school in Africa; eventually we would become foreigners right here in Africa. We don't even need to be shipped to America; we would become foreigners right here in Africa.

It has just been about 150 years we learned English and today you could find Africans right here in Africa unable to speak our native language. Think of what would happen in 500 years, 1,000 years, 10, 000 years. In 1,000 years, we would have completely lost our identity and white people would again re-colonize us with the help of ourselves. This new colonialism would have us educated Africans actively participating, helping white people to re-colonize us. Of course, while thinking we are doing the right thing. Signs of this could already be seen today.

This book was written to help us understand the nature of the education given us by Europeans, which is not education in the true sense of the word, but a psycho-cultural imperial instrument installed to connect us to themselves perpetually. It gives pointers on how we could re-invent education in Africa to create African population growing up with African philosophy. That type of education is the only type of education that would have us disconnect ourselves from external control. We need do this because our re-colonization or even re-enslavement is imminent and only those Africans educated to think outside the box would stop our re-colonization. The only way to create those future African saviors is to change the system of education we inherited from Europeans.

When I say these things, some people erroneously think I am blaming white people for our predicament in Africa. White people are definitely at the root of our predicament, but I don't blame them for our responsibilities today. It is solely our responsibility to untangle ourselves from the umbilical cord Europeans have used to connect us to themselves. White people did a nice job of reducing us to our present condition, but only ourselves can cut the cord to free ourselves.

"We are going to emancipate ourselves from mental slavery, because while others may free the body, none but ourselves can free the mind".

... Marcus Garvey.

Therefore, this book is not blaming white people; instead, it is blaming a so-called educated African, who have not figured out the so-called education given us by Europeans was part and parcel of colonialism to keep us in the box.

Yes, we need discard western education, because before Europeans arrived Africa, we had our system of education that we used to learn to solve our problem our way.

The oldest and continuously existing university in the world was built here in Africa, not in Europe, not in America. The oldest university in the world is the University of Karueein in Fez, Morocco (North Africa), built 859 AD. As at the time of writing this book, University of Karueein still holds the title as the oldest existing school in the world. See Guinness world records for the oldest university in the world.

Others are Sankore University in Mali (West Africa) built around 1300 AD and Al-Azar University in Cairo, Egypt (North Africa) built in 970 AD. All these universities were already producing great African scholars, hundreds of years before our unfortunate contact with Europeans. In times of old, people from the Middle East, Asia, and Europe came to study in our schools here in Africa.

Unfortunately, when the Europeans got here, they displaced our nations, governments, religions, education, culture, and superimposed theirs on ours, in the process creating Euro-Afro hybrid individuals who have lost touch with our roots. Today, we have the education they imposed on us, and it is the education itself that is stopping us from discarding it, since that is the only one we have known for a very long time, not realizing we can change it. Japan has done so. Vietnam has done so. China has done so. Korea has done so. These are countries that once upon a time were fully or partially also colonized. But over here in Africa, we have not yet identified the problem that the education itself that they gave us is a liability, not an asset!. Worse is that there is a psychological reason responsible for our inability to digest this information. I will get to that.

Think of education as a detergent. We use detergent (education) to wash clothes. We use detergents (education) to wash a car. We use detergents (education) to wash dishes at home, etc. But how does one clean the detergent itself; when the detergent is dirty? While the Koreans, Vietnamese, Chinese, Japanese, Indonesians, and Malaysians, have discarded the dirty detergent, but in Africa, we have chosen to go on using the dirty detergent as it could not be washed.

How do we discard the education given us by Europeans without destroying ourselves in the process? This is the puzzle we face, and the weak heart thinks it is not possible.

The psycho-connection they have made on our mind lies to us telling us we will destroy ourselves if we discard western education. It has given us a worldview that convinces us the only model knowledge acquisition could occur is the way it happens in our schools in Africa today.

It is clear western education works with our mind and convinces us we need it, not realizing that the Russians, Japanese, Koreans, Vietnamese, Chinese, are also educated. The reason the Asians discarded western education was because; like the dirty detergent, they realized it was not an asset to them, but a liability, so they abandoned it. But in Africa, we have not collectively reached that state of consciousness where we understand we have a dirty detergent. We have not considered the possibility that all our social, political and economic problems persist because we have a dirty detergent polluting everything we wash.

Sorry, if you are an African reading this. I don't know who or where you are reading this, so I am not necessarily talking about you personally. I am talking about a system, so don't take it personally. Honestly, I will excuse you if you don't understand this. This is the most difficult concept for an educated African to interpret, because of man's natural

psychological defense mechanism that makes it extremely difficult for the mind to give up anything it has accepted as fact, especially if it is a widely held view like “western education is not the problem”. According to psychologists *“the human mind has a primitive ego defense mechanism that negates any evidence disproving any belief we hold dear”*.

As far as I am concerned, how to defeat this natural defensive mechanism to enable us to realize education was and is still a tool of colonialism, is the biggest obstacle to development in Africa. Educated Africans like you reading this must realize the education Europeans gave us was part of slavery and colonialism.

Educated people in Africa must realize education and slavery are mutually exclusive!. Educated people in Africa must understand education and colonialism are mutually exclusive!. Indeed, the Emir of Kano, Muhammad Sanusi II, said he does have a documented proof that Britain never wanted to give education to their colonies because they said education was counter-productive to their goal. In that secret memo, they discussed why Africans must not be educated.

Europeans would not have given us the right education. The education itself is dirty and must be discarded. Again, this is a difficult thing to understand, because of your natural defensive mechanism prompting you to defend your education. You no longer realize we have been short-changed with a type of education that was not original to African people prior to colonialism. But believe me, once you understand this by the time you finish this book, you will become a new person right from where you are sitting.

But the founding father of African independence, Lord Kwame Nkrumah, solved this puzzle and he said *“western*

education is a fraud’. The founding father of African independence himself said western education is a fraud!.

After Ghana’s independence, Lord Nkrumah was just at the point where he could do something about changing the system of education in Africa, but the west immediately read his next move and he was over-thrown with the help of the American CIA. He was over-thrown because he has gone to Vietnam—one of the first Asian countries that discarded western education and installed their own version of learning. Vietnam was colonized by the Netherlands and later France, but when they got their independence, they reverted to learning on their own terms.

The biggest threat to western establishments is the possibility of creating our own system of learning in Africa because when we do, we will create a population that thinks differently. Neo-colonialism and economic control of Africa would no longer be possible when we create Africans thinking outside the box. Example; if I was the only African; nobody would enslave me, nobody would colonize me, nobody would neo-colonize me, nobody would globalize me and assign me the role of raw materials producer as my only role in the world’s commerce place.

A system of education invented by us would create educated Africans without white people on our frame of reference for excellence; it would create a new population of Africans who think outside the box, people who would have confidence in themselves, and people who would be able to find indigenous solutions to our problem without any input from the west. This is the BIGGEST threat to western establishments.

As far back as 1892, the British colonial governor in Sierra-Leone, Frederic Cardew, described what the West fears most about Africa.

By the late 1890's Africans had started showing signs that a great revolution would soon come to sweep colonial rule out of Africa. The call for freedom was in the air everywhere all over Africa and by 1898, Sierra-Leoneans refused to pay a "Hut tax" levied on them by Britain. The British Governor in Sierra-Leone was alarmed that Africans would eventually come to their senses, and he wrote to Queen Victoria in England, saying *"the growing political consciousness of the African and his increasing sense of his worth and autonomy is worrying"*.

He continued *"the native is beginning to feel his strength from the value that is set on him for the products of his country and his labor. I am worried that in future Britain would not be able to trade so much on his simplicity and ignorance of the world. If something is not done quickly, they'll eventually unite as one army fighting for a common goal"*.

..... Frederic Cardew (British colonial governor in Sierra-Leone in 1890's).

There you heard it from the horse's mouth!.

What they don't want is anything that would make Africans think outside the box, and to achieve this, they perpetually create stooges and spokespersons in Africa and other third world countries who they front to maintain the status quo. Those stooges and spokespersons would be pushed forward to attack this book and the writer, instead of dealing with the message. On that note, I would like to tell them in advance to leave the messenger and deal with the message.

The danger is that we would be re-colonized in the future, as long as the very framework of our education is based on what white people consider to be education. As long as our system of education continues to produce people who consider white

people as the source of knowledge, people who don't believe Africans can build our own airplane, invent our own system of education, build our own submarines, go to the moon, for so long are we going to look up to white people.

"The world of Africans and descendants of Africans and the world of scholarship about them is still the only one at the end of the Twentieth Century that retains a 'colonial' signature whereby experts and authorities outside African communities control knowledge creation and exceed experts inside those communities. This does not apply to Europe, Asia or the Americas. This has led to an unfortunate predilection among Africans to concede expert knowledge to outsiders. African people have tended in the past to surrender the right to academic self affirmation to others, thereby accepting conclusions of a Eurocentric framework that have assigned a permanent peripheral role to the Africa centered perspective in the world's growing knowledge industry. Indeed, many of the 'authorities' who study and write about the African world and exercise great influence over the outside world's perception of Africa and Africans, the understanding of its value priorities, the vision of its future and the capacity to define its very essence for insiders and outsiders alike, often are not burdened with the knowledge of single African or African derived language"..... C. Tsehloane Keto.

CHAPTER 1

(Cause)

Education or Indoctrination?

Education in Africa was part of colonialism. And it is still.....

Attention: African people.

Greetings my African people.

Fellow Africans, there is something that has been on my mind for a very long time that I want to share with you in this book. It is about what we call education in Africa and also the reason we are poor.

Before you even go further, one indisputable fact that you should have in mind is that *"a nation can only develop as far as it's standard of education, a nation cannot develop more than the education it has"*. Believe it or not, a nation's poverty is directly proportional to the type and standard of education they have.

The second thing you have to bear in mind is that education happens using a language, and your language is your reality. Whoever gives you the language of your education, sets the parameters of both your intellectual and academic thoughts. Whoever does that, has taken away your first-hand experience with reason, knowledge and infinite intelligence, and has given you a second-hand method to interface with reason, knowledge and infinite intelligence. In other words, since English and French are our languages of education in Africa, we will never be able to go beyond the frontier of thought more than English

people or French people could do. By default, we will NEVER be able to know something that English people or French people don't know!. Example; if Zulu language is the language of Japan, and it was given to them by the Zulu people of South Africa; Japan cannot build robots and go to the moon unless Zulu people in South Africa have learned that before them. It is so because the "new words" that would be used to express new thoughts, new ideas, and new discoveries, must come out of the mind of a Zulu man or woman before the people of Japan could archive that as new knowledge. Japan cannot advance that language given to them because it is not theirs!. So, no matter how intelligent the Japanese people, they'll be mentally, academically, spiritually, intellectually stunted. They'll be locked down in their independent direct natural evolution as a people because they must wait for the Zulu people to show them what deserve to be knowledge. This is how we are locked down in Africa. We are not just locked down today, but we have been locked down since yesterday, today and the future. In fact, by the time you finish reading this book, you'll understand that our destiny has been sealed as slaves in the continued evolution of the previous slavery.

The implication of this is that African people have been locked down in consciousness. We have been stunted in the creative force of nature with which to cause an out-of-the-box ideas and innovation that we could use to be better than the rest of the world. There has been created a blockade to the free evolution of the mind of an African, for the simple reason that our native languages cannot be used to learn how to excel in chemistry, biochemistry, physics, astrophysics, biology, micro-biology, etc. As a result, a blockade has been placed on our minds, such that we cannot learn how to build a better road or ship or airplane than the people of Britain or France could do. Yes, it is worse in the sciences, and you'll learn why later.

We as a continent have been placed in a sort of virtual reality whereby Britain must have to build an airplane before we could

use the English education they gave us to learn how to do the same. France must have to build a ship before we could use the French education they gave us to learn to build one. This is so because you cannot go beyond the frontier of thought more than the owner of the language of your education. He who owns that language creates new words to explain what is new, which is why we must wait for them to invent before we copy and paste. This is why we continue to be backward and seem to be running from behind in Africa. I think it is easy to see how we are locked in a box.

I need to say this because over the past 600 years or so of our encounter with Europeans, we have been living an illusion in Africa.

My good African people, I want to tell you a secret here. There are three tools to control any society. The tools to control any society are: (1). Language (2). Education (3). Religion. These three tools are ancient and they have been known to control any society through the ages, even during the time of the ancient Egyptians. The Assyrians used this tool as far back as 2500 BC to control people in their empire, Babylon used this tool long ago from 2300 BC to control people, Rome used this tool since 753 BC to indoctrinate their empire, Arabs used this tool since 622 AD to colonize people. This was a long time before Britain, France, Spain, Portugal, came along.

By the time Britain, France, Spain, Portugal came to prominence, they already knew those tools and they knew exactly how to use it to control people in their colonies. When Britain began rampaging across the world, colonizing people, they also used those tools from 1607 AD, and France as well used the same tool since 1608 AD. They knew that once someone gives you language, education, religion, he will control you, and you won't know!. In fact, when someone gives you language, education, religion, you'll despise your own heritage, you'll turn against your own culture and consider

the adopted one superior. This is why every colonial empire made sure they forced the natives in occupied lands to speak their language, have their education, and adopt their religion. This was the only proven way that a colonial empire could get any colony to lose their self esteem, cultural pride, history, identity, and adopt and prefer the ways of the slave master. If someone gives you language, education, religion, you will worship him, and you will justify it as the right thing to do!.

The most important of those secret tools is language, because the SOUND coming off your mouth when you speak, has an enormous impact on the brain and mind of both plants and animals. Language (sound) has a hypnotic effect on humans, animals, plants. Remember language is just logically arranged sounds. This power called sound is what a language is made up of, and it is what is used to disseminate education. It is also what is used to disseminate religion. I will get back to sound in details shortly.

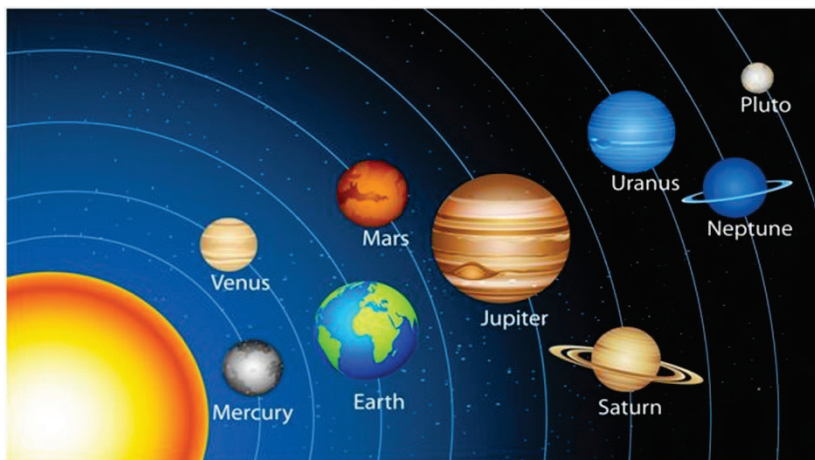
Like food, language, education, religion; are the three ingredients you need to cook the type of a society you want. Those tools evolved naturally in every society in the world, no matter how far away the people lived. By default, societies in all corners of the world evolved their own language to talk to themselves, education to learn things about and around themselves, and their belief system or God. Therefore, they are the core aspects of culture that should never be imported from foreigners, because when someone gives you language, education, religion, you will use it to teach yourself how to become someone else and how to enslave yourself. When an external entity gives you language, education, religion, you will evolve with it, not realizing it does not belong to you, using it to enslave yourself in the process, and you will never realize it.

Nobody should impose them on you. Everything about a society is meant to evolve through their voluntary participation

in nature. Your language, your government, your legal code, your culture, your music, your religion, your science, your arts, your education, your God, your values, your philosophy, etc; they are meant to evolve through your voluntary direct participation in nature. It is naturally meant to evolve just like the planets, the stars and the entire cosmos evolved through their direct participation in nature to create the type of cosmos that is in harmony with itself today.

When someone imposes a language, education, and religion on you, he has cut you off from your natural independent evolution on your own terms and on your trajectory, and has created an alien ALTERNATIVE for you, so that no matter what you do, it would always be the construct of those who imposed language, education, and religion on you. This is the same thing as the sun locking down the rest of the planets in our solar system on it's force field and CONDITIONING them to rotate around it on certain orbit at it's own pace.

Don't get me wrong, I am not contradicting myself. The planets, stars, and entire heavenly bodies are inanimate objects, and they have created the type of cosmos they wanted, and they are indeed in harmony with themselves. But in Africa, we did not beg Europeans to give us a language, education, and religion. We already had ours, which were displaced and a brand new one imposed on us. Ever since, we have never been in harmony with ourselves again. That's the difference. Therefore, we are no longer evolving on our own natural trajectory, but according to the dictates of the new tools imposed on us, and by so doing, the Europeans have succeeded in creating a hybrid African.



The sun has **CONDITIONED** the planets to rotate in an orbit

When I think about our situation in Africa and other colonized nations in the tropics, I visualize it as the relationship between the sun and the planets. The planets rotate around the sun because of a reason, and that reason is the sun's gravity. The planets rotate in a predefined orbit around the sun. They cannot escape their imprisonment because the sun's gravitational pull has **CONDITIONED** them to bow to it's force field. This is the same way we Africans are locked down in the construct we have been placed into by white people and Arabs. That gravitational pull is like language, education, religion. These are the tools that not only make a society work, but also determine how it would work. Whoever gives you language, education, religion, sets your intellectual and knowledge ceiling, even your reality. For instance, you cannot formulate any scientific theory or invent any technology to be ahead of that person. Even if you come up with a ground-breaking scientific theory, you must wait for him to say whether you are right or wrong.

The only difference here is that the sun and planets are inanimate objects, yet they evolved naturally through their direct participation in nature. In such a situation there will always be harmony between the planetary bodies. But in the

case of Africa and all the other colonized nations in the tropics, our participation was forced down our throats against our will. In such a situation there will never be harmony between imported philosophy and African reality. And that's why we are in disarray.

The Earth, Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto, are inanimate objects locked in orbit or the sun's force field. If we Africans claim to have a brain and can think for ourselves, then we should not continue to allow a foreign entity to lock us in it's orbit. We as humans should be able to break free from any imposed construct, and should be the ones to evolve the orbit we should revolve around. When we do so, that's when we would be said to be truly independent. At the moment, we are not completely independent, though we live under the illusion we are.

This is something nobody is talking about in Africa because we no longer realize the language, education, and religion that we have today are not originally ours, and that we will never be able to develop with it. We now live under the illusion they are ours, and we no longer realize they were given to our ancestors at gun point, and ever since it stuck with us. How to get us to break out of this illusion is the purpose of this book.

I hope this book helps you to open your third eye, so you can begin to see what is hidden behind the surface. Forget about what they told you over the years about why we are poor in Africa, this book will help you come out of the illusion, tell you the out-of-the-box reason, and put you face to face with the ugly truth. Yes, it is an ugly truth you may find hard to deal with. As someone said "the truth will set you free, but first it will piss you off." This book will set you free, but first, it will piss you off.

When a foreign entity gives you language, education, religion; like the case in Africa, it puts us in a box, because you cannot

use someone's solution to solve your own problem, unless it works for you by sheer luck or what others may call by chance.

I am not an author and had no idea I would be writing this book today, but I have looked around and nobody is talking about what I am saying and more that I am about to say. I have looked around and if I don't say what I am about to say in this book, nobody will say it. All you have to do is read this book with an open mind and you will understand the real reason we are poor in Africa. Our poverty is artificial, it is not real, rather, we have been **CONDITIONED** since the days of slavery and colonialism to accept ourselves as poor and backward. We have accepted that position subconsciously and are now acting it out like a script without even realizing it. We are living an illusion!.

We have everything we need in Africa to rule the world and to give charity aid to America, China, and Europe, but our conditioned state of mind won't even allow us to consider that as a possibility, therefore, we are unable to unleash our full intellectual capabilities to rule the world, since we have already been made to believe there are other humans across the ocean that are more qualified than ourselves. We should be the one giving charity donation to other nations of the world and not the other way round. In fact, we are already doing so, just that our conditioning won't allow us realize it. It is already established that the total foreign investment plus the so called aid money **inflows** into Africa averages about \$137 Billion annually, whereas, the estimated annual capital **outflows** from Africa stands at an average of \$191 Billion. This means that Africa gives out at least \$54 Billion annually to the rest of the world!. Yet, we don't understand this because as I said previously, our poverty is conditioned. Our poverty is on our mind, and this state of mind was infected onto us by Europeans during our many years of slavery and colonialism. We don't understand that we don't actually receive anything from the Western world, but we are the same continent that has always

given to the West since 600 years ago!. I assure you that if you read this book till the end and understand it, and every other African read it and understand it, we will free our minds, and if we take action, we will break away from poverty to wealth forever. If we grasp the message in this book, Africa WILL rule the world. When we wake up, no nation would be or has what it takes to be our match.

Just in case you are wondering; who is this ‘sociopath?’ or whatever label you prefer, here is a little information about me. I grew up in a village, and in those days in the village, nothing was ready-made for anybody. If you needed fish to cook your meal, you go to a nearby stream or river to cast your fishing gear, and you will catch plenty of fish. If you needed vegetables, you go to your farm or into the forest, and in few minutes you will have plenty edible fresh vegetables. If you needed drinking water, you go to the stream to fetch water and even to take your bath. If you needed meat, you breed chicken or head to the forest to set a trap for animals. If you need cooking oil, you climb the palm tree and harvest fresh oil palm fruits, and you will make plenty of oil to cook your meal. If you needed fruit to eat, you just enter the forest, and you can choose from assorted fruits that mother nature has provided for free. No matter what was required, nature provided for it. So, from childhood, I don’t have the mind set of waiting for someone else to solve my problem.

Even in my education, I did not wait for my teachers or the school system to do everything for me. I was born researching education, due to the odd but interesting circumstances surrounding how I acquired my own education. Since I was young in primary school, I was already reading books beyond my class, researching education because I grew up in a library that I made by myself. Of course, at that time I was just a child, so I did not know that what I was doing had a name, until later in my adult life. I will share that with you in details later. Meanwhile, I would like you to know that I am self-educated.

It is popularly called autodidact or self-taught, and it is popular in countries like the United States. I learned how to learn on time when I was a child, so most of my education happened to me while teaching myself.

Some of the greatest inventors in history were autodidacts. Autodidact does not mean they were somehow half-educated, rather, it means they acquired more advanced education without following the school format where you wake up in the morning, go to school, sit in a classroom and follow the instruction of the teacher. They did everything by themselves.

The most important technologies and scientific theories were not developed in school premises; rather, they were developed when people either already left school or were actually independently questioning authority or established frameworks. From the inventors of the airplane, electricity, and some other technology society thought impossible. And this is because what the school does is that it makes you take orders and follow instruction without being able to challenge established framework. But because autodidacts create their own orders and follow their own instructions, they generally view problems from a different perspective than the crowd. Isaac Newton began developing his laws of physics when he dropped out of school because nobody could pay his school fees. It was while teaching himself physics that his eyes opened to the laws of nature. Fortunately, he was later to go back to school and was able to formulate his laws. Albert Einstein was not able to question Newton's laws and the nature of gravity until he finished school. He already finished school and was working in a patent office when he disproved Newton's law. The standard view offered him by the school could not allow him to question it, until after he left school and was studying on his own. Now, this does not mean they were autodidacts but just showing the power of an independent study. The school could be a box.

See, what the school does is that it makes everybody think flat, unless in rare cases you may have one or two students who know what they are doing, and if you research such students, you would discover they self-study a lot. When people study on their own, they become more creative, and in so doing, they create extraordinary competing ideas for the solution to problems.

Below are popular autodidacts you may know:-

José Saramago: taught himself literature and won the Nobel prize for literature.

Malcolm X: schooled himself while in prison and he became one of the greatest speakers you'll ever know.

Woody Allen: taught himself how to make a movie.

Henry Ford: the inventor of Ford motors schooled himself.

Jimi Hendrix: one of the greatest guitarists of all time taught himself how to play guitar.

Bob Marley and Michael Jackson: two of the most celebrated musicians didn't have a degree in music.

Karl Marx: taught himself economics.

Steve Irwin: taught himself zoology.

Michael Faraday: the inventor of electricity didn't have any degree in electronics/electrical engineering.

Thomas Edison: had over 1,000 patents of ideas and technologies he invented; including the electric bulb. He only finished primary school.

Gottfried Wilhelm Leibniz: one of the greatest mathematicians taught himself mathematics.

Wilbur and Orville Wright: the inventors of the airplane had no degree either in aeronautics nor mechanical engineering.

Steve Jobs: the inventor of apple computer and iPhone didn't have a university degree when he began designing the first mac computer.

Nike Okundaye: a Nigerian batik and textile maker learned how to design cloth at home. She has taught the technique to students in Europe, Canada and America; including at Harvard university. Yet, she had no formal education.

The list is endless.

Now, I am not saying you should not go to school, what I am saying is that it appears when people learn on their own, they develop ingenious solutions to problems in other ways nobody ever thought of. In this book, I will share with you a different perspective of the cause of poverty in Africa and indeed in all the colonized countries in the tropics. This is a perspective you will never have if you passed through the traditional or what I prefer to call the standard educational system. People must understand that the education we get in Africa and other third world countries is just standard education. If you were to grade the education we get today like a mobile phone, it would be the type of phones we call "mid-range" phone. This is not even to mention it is not the brand of phone we should be using in Africa. I will get to all that later.

The way I acquired my education is that when I was younger, I inherited a library where I could read all sorts of books. In the library, I found books ranging from subjects like Geography, Philosophy, History, Metaphysics, Chemistry, Physics, Agricultural science, Biology, Marketing, Economics, Fine art,

etc. The books were read by my seniors in the 1930's to 80's. It contained books from about 5 or more generations of school leavers before me. All subjects were there because many people, including my elder brothers, sisters, uncles, aunts, and even neighbors who had finished school many years ago, before me, happened to dump their books in our house before moving to the city. Fortunately, there was always someone in my household willing to receive books that others didn't need.

It just so happened that the economy was terrible in the early 1980's and my aged mother could not afford my books, so I was compelled to read the old books in the storeroom. I found many interesting books there, I fell in love with some subjects, and in the process, I taught myself philosophy, geography and history, even though the two subjects were not offered at my secondary school. I am very grateful to my paternal mother who encouraged me to read those books. The old woman assured me with love to read them; she told me kindly that those who read them before me were all intelligent. I obeyed.

I did not set out to write a book about education. Not at all!. Instead, what led me to write this book is because I was asking a question. And the question was; why is Africa scientifically and technologically backward? Why is Africa poor? Why do we seem not to be able to come out of poverty, no matter how hard we try? More important, I wanted to understand the architecture or structure of our poverty. To answer those questions, what I did as you would learn in this book, is like someone who bought a new phone, opened it, and carefully uncoupled the different parts to know what was used in manufacturing the phone. Believe me; I have answered the question of why we are poor in Africa. The answer is not what you think, and that is why we keep treating symptoms. Let me not jump ahead of myself.

Today, knowledge of Philosophy, History, and Metaphysics helps me dive deep into the root cause of any problem. It

makes me a type of person that does not look at a problem from face value. I am the type of person that is interested in understanding the REMOTEST cause of any problem. It is like being a good doctor.

A good doctor is like a good historian. If you take your sickness to a good doctor, he would not just be interested in your immediate sickness. A good doctor would want to know beyond immediate symptoms. He would want to know the first time you ever felt that symptom is your life. Did your mother suffer the same sickness? Does any of your brother or sister suffer the same sickness? What medication have you used to treat this sickness in the past? How did it perform? Such would be the concern of a good doctor, and it is the same way a good historian works. You can imagine when the historian also happens to be a philosopher, a metaphysist. It means he/she would even dive deeper and deeper into the cause, effect, and consequence of a given problem. You will agree such a person can only but offer radical solutions to problems in a way that could take others several years to figure out. It is not a surprise then that philosophers are often said to live ahead of their time. Of course, this is not to praise myself, but I am talking in general.

You cannot solve a problem unless you understand “why” and “how” that problem originated and is being generated in the present. Anything else you are doing without this, amount to treating symptoms. Unfortunately, most time, people end up wasting resources treating symptoms. And treating symptoms is precisely what we are doing in Africa when it comes to the solution to our problems.

Why does rain fall? This question is not the same as; how does rainfall? How the rainfall we can see with our naked eyes, but why the rainfall we cannot see. So, if you were told to stop the rain and you are concerned with what you see, you will never be able to stop the rain. Stopping the rain has nothing to do

with looking up to the sky. The solution is actually looking down and stopping all forms of moisture evaporation into the sky because if you could prevent water vapor from evaporating into the clouds to form rain, there would be no rain, to begin with.

Many solutions have been offered for our poverty and seeming backwardness in Africa, but there is one BIG thing nobody is talking about. That thing is the language, education, and religion that we inherited from our various colonial masters and it's impact on us. Believe it or not, the language, education, and religion that we inherited from Europeans during colonialism has vibrated us off frequency, and is now a major part of our problem in Africa, and because we have not dealt with this, everything else we are doing trying to solve our problem amount to treating symptoms.

I know it could be an uphill task to convince educated people in Africa that the education we inherited from Europeans was and still part of colonialism. However, few Africans already figured it out before me. Ngũgĩ wa Thiong'o, from Kenya, figured it out in the 1970's and he stopped writing his books in English. He then decided to write in his native Kikuyu language from where it would be translated into English. I don't know whether he still do that now, but it takes great intellectual capacity to arrive at that decision. Guys!, Ngũgĩ wa Thiong'o is the most intelligent African scholar ever. You will understand the reason for yourself before you finish reading this book.

Cheikh Anta Diop, from Senegal, figured it out as well and he went around the world teaching that everything Europeans brought to Africa is fake, including education.

Theophile Obenga, from Congo, also figured it out and he has been teaching that everything Europeans told us in history is fake.

Abdou Mumini also figured it out and he wrote a book, the educated African.

Yosef Ben Jochannan, from Ethiopia, figured it out, and in a lecture, he once called the certificates given him by the university "*my certificate of indoctrination*". He then devoted the rest of his life teaching interested black students what real education looks like.

Walter Rodney, though he was from Guyana, was a great black scholar and he also figured it out, and he talked about it towards the end of his book, *How Europe Underdeveloped Africa*. He figured out that education in Africa was just another colonial instrument of exploitation, so he called education in Africa "*education for underdevelopment*". Rodney knew there was no way Europeans would have given us the right type of education.

As you can see, it is not that people have not figured it out before, it is just that our ego is preventing us from coming out in mass to declare we have been indoctrinated, then create a type of movement required to overhaul education in Africa. If only you could drop your ego and listen to what this book has to say, you will understand how the education given us by Europeans is part of our problem. If we listen and implement what this book has to say, Africa will re-invent education and would set the foundation to overtake the rest of the world, and indeed rule the world in as little as the next 100 years. Africa will indeed rule the world, anytime we grasp the message in this book.

Cause, Effect (symptom), Consequence

Scientists say that everything in nature is made of little atoms and everything vibrates at the atomic level. Your chair, your car, your computer, sound, light, your body, water, air, house,

etc, is vibrating at various degrees. Of course, we don't see this vibration because it is not visible to the unaided eyes. Water flows because the atoms are loosely packed so it flows as it vibrates. Air is everywhere because the atoms are much more loosely packed than water. The only reason a stone is not soft and does not flow like water is because the atoms in the stone are tightly packed so that it retains its shape no matter the vibration.

Since a word and language are sounds, and they also vibrate, it means that sound permeates through our whole body which is also vibrating. It is known that when sound permeates through our body, it affects our psychology, physiology, cognition, and behavior. Example; a good song or an abusive word could make you feel or behave a certain way. And the reason sound affects us psychologically and behaviourally is because certain sound vibrates at the same frequency with our vibrating body. It talks to our subconscious mind. Therefore, whatever happens in nature or how we humans act begins from the atomic level and the interaction between one vibrating entity and another. In our body, these vibrations have a huge impact on our cells, which houses our DNA, and they are all vibrating as I speak.

This is not a science book, but I just want to show here that everything that happens in life has a cause. There is an invisible reason a problem exists. Every problem follows a natural order of cause, effect or symptom, and consequence. Everything that happens in life follows this order, whether it is a good thing or a bad thing. Unfortunately, because we humans are often carried away by what we can see, we spend time treating symptoms to satisfy the part can see. But in order to solve any problem, you must understand "why" that situation was caused. You must also understand "how" that problem is being generated in the present. Once you understand this, you'll understand the link between language and thought (cause), and development (effect or symptom). Everything ever invented by man came as a result of language and thought. So,

if you want to invent, build technologies, explore in oneness with nature, the language you use in processing your thoughts must be the same language (sound) nature vibrates into your body.

The beginning of any invention is THOUGHT. No matter how big an idea or technology, it first started as a thought in the mind of somebody. An airplane was once a thought in the mind of somebody. The computer was once just a thought in the mind of the maker. The internet was once a thought in the mind of the inventor. Do remember that thought happens in a language. Since English and French are our major languages of knowledge acquisition in Africa, that means we have automatically excluded from thinking out big ideas or even acquiring knowledge, the over 80% of the African population who cannot speak English or French. For instance; since we cannot use our native languages in Africa to study about mosquito; how can villagers who don't speak English or French protect themselves against malaria? Why lock them out of knowledge about how mosquito causes malaria?

You see? We are not in tune with nature in Africa. Naturally, every member of a society should have information sent out in a language. If that language is foreign and locks some people out of knowledge acquisition, such language is anti-nature, and that society will never develop as long as they speak it.

How then can we even begin to talk about development in Africa; when the language of knowledge acquisition is not ours? Education too is not ours! Religion is not ours!. Basically, all the tools that runs as the software of a society, and are used to cause development, are not ours, but those imposed on us by foreigners during colonialism.

You cannot begin to talk about development without a language that is yours to develop new thoughts and ideas to cause that development. It is when everybody in a society gets

updated with new information and ideas that they vibrate as one team working for a common goal. Development will never occur without new words constantly being coined within a language to explain new discoveries, theories, and inventions. A nation cannot develop, unless their native language could be used to explain what is new in the sciences- chemistry, physics, biology, etc., and the arts- economics, music, literature, etc.

This is why one of the reasons I wrote this book is to help Africans understand the “why” and “how” of poverty in Africa, beyond the popular TV, radio, newspaper and conference hall narratives, which says that we are not developing because we don’t have sound economic policies or haven’t followed certain predatory world bank or IMF recommendations. The solutions that our governments are offering amounts to treating symptoms because they have never dealt with the cause of our poverty and backwardness in Africa, rather, they are dealing with effects or symptoms.

To be specific, the reasons often cited as the cause of poverty in Africa includes the following: - Weak institutions, Poor infrastructure, Lack of good public health care, Civil wars and terrorism, Corruption, Geographical disadvantage, Foreign aid, Unfair trade agreement, Colonialism, Cultural practices, Exponential population growth, Poor leadership, Dependency syndrome, Jealousy, Laziness, Low self esteem, Too much religion, Lack of knowledge.

Of course, everybody is aware of the above problems facing us in Africa. But what this book is saying is that all those reasons are SYMPTOMS or EFFECTS, and not the CAUSE of our poverty.

In the realm of EFFECTS or symptoms, we see things, but all that is an illusion. Like on a sunny day, you drive your car and you see a mirage on the road that looks like a pool of water, but each time you approach it would vanish and you won’t see it

again. That mirage is an effect or if you like, you may call it a symptom, for the purpose of this book. In the realm of EFFECT what we interpret as reality is actually an illusion, therefore, we see symptoms of a problem and we waste money treating symptoms instead of the cause of that problem. What this book will deal with is the realm of CAUSE. So, I am not saying that those reasons above that you or other good Africans have observed as our problems are not correct. No, I am not saying that, rather, what I am saying is that those observations are symptoms of something insidious hidden behind the surface.

In the realm of CAUSE, we deal with the unseen by going beyond the illusion, effect, symptom, and when you do that, you will be able to see what is hidden behind the surface. In this book, we are going to get down to the philosophy and metaphysics of our poverty. That is the only way to understand the nature of reality. When you understand the nature of reality about our condition in Africa, you will understand our problem emanates from alien language, alien education, alien religion, which all conspires to steal our innate African consciousness and ingenuity, therefore, leaving us with experiences that does not belong to us. In solving problems, we then use this acquired alien concepts to solve a native problem. The result is a mismatch of solution to a problem!. Every solution we have for a problem, therefore, becomes like putting a square peg in a round hole. This is why we are stuck since independence.

A Ugandan, Andrew Mujuni Mwenda, was closer to identifying our general problem in Africa, when he said *"what makes nations successful is the ability to find public policies and political institutions that their people understand. Part of the problem of Uganda (and Africa) is that we spend so much time reciting foreign ideologies chapter and verse but always fail to relate them to our realities. Thus, while our*

problems are local and the demands to solve them are locally generated, the tendency is that when it comes to designing solutions, we retreated to theories drawn from textbooks.

These theories evolved in North America and Europe to explain a specific historical experience – how changing technology drove structural change and all this led to political struggles. These struggles were nourished by existing norms, values, traditions, and shared cultural understandings and therefore produced a specific institutional set-up. It is unlikely that one can copy and paste it on a society with different social dynamics and they work. Therefore, a major source of failure in Africa may be this mismatch between demands and solutions.”

Believe me, the above quote is the closest thing to the real reason for our poverty in Africa. It is the best I have ever heard from an educated African. Yet, he probably don't understand that language, education, religion is responsible for creating the unique “norms, values, traditions, and shared cultural understandings” that created the “specific institutional set-up” in Europe.

We are stuck because in Africa, we have gladly accepted a foreign language, education, religion, given to us by foreigners, many years ago, not realizing that it has destroyed our natural “norms, values, traditions, and shared cultural understandings” making us a people who don't have the matching solution to our local problem. Whereas, in Europe, their “norms, values, traditions, and shared cultural understandings”, their arts, law, government, language, education, religion, sciences, technology are those that evolved through their direct voluntary participation in nature among themselves. But ours was

imposed!. Unlike Europe, we are now like a continent fighting against nature. But fighting against nature is like fighting a war without end. The reason we are stuck is because we are no longer in tune with nature, we are no longer vibrating at our original African frequency. Once upon our unfortunate contact with Europeans, nature was altered, and once you alter nature you would have to fight against it forever. You don't mess with nature!.

Nature is made up of two parts; namely, the part of nature that we can see with our eyes and the part of nature we cannot see. The part we can see includes trees, land, water, animal, sky, moon, sun, etc. The part we cannot see includes sound, heat, radiation, air, smell, taste, magnetism, electricity, etc. The part we can see, we can choose what we want to see, but the part we cannot see, we have no control of that. Example; while you can choose whether to close your eyes and not see an animal or a tree or the sun, but you have no control whether you want to hear a sound or feel heat or breathe the air. If someone says something near you, you must hear it, even if you close your ears, I bet you would still hear some of it.

As I said earlier, I am going to dwell on SOUND, and the most abundant of that sound is LANGUAGE. The most plentiful sound we hear more than any other in our lives is language.

Scientists say that sound travels in waves at various frequencies. Sound waves pass through walls, it passes through iron, it passes through our bodies. When sounds pass through our body, it's vibrations pass deep through the cells in our body and it affects us physiologically, psychologically, cognitively, behaviorally. In other words, your language or any other language you are exposed to, would affect your mentality and even your health.

There are two special frequencies that have a huge effect on the human mind and body. They are 432 Hz and 528 Hz. The 528

Hz is the natural frequency of the earth. It is the miracle tone and it permeates the DNA of the body to repair damaged cells. The 432 Hz is mathematically tuned with nature, so much that songs on that frequency has a healing effect that we don't even realize are at work. It does this because it is the exact frequency nature purifies itself. It resonates with the human body and even animals.

Below are some sound frequencies and how they interact with living things:-

396 Hz – Liberating Guilt and Fear/ Turning grief into joy.

417 Hz – Undoing Situations/ Facilitating Change.

528 Hz – Transformation/ Miracles/ DNA Repair.

639 Hz – Connecting/ Relationships/ Love.

741 Hz – Expression/ Solutions/ Cleaning & solving.

852 Hz – Returning to Spiritual Order/ Awakens intuition.

432 Hz - Mathematical unity with nature/ Expands consciousness.

963 HZ - Rebooting the mind/connecting to spirituality.

Sounds vibrating at certain frequencies had been known to heal a disease, cause a chemical reaction, change the shape of water droplets. Japanese scientist, Mr. Masaru Emoto has researched the effect of sounds on water, and he has shown that water droplets exposed to sweet music assume beautiful shape when observed with a microscope, while water exposed to noise or unpleasant music assumes ugly shape, even if they came from the same source!. When he talked to water, it assumed different

shapes depending on what he said. Below are the words he said and the corresponding shapes he got:-



You fool



**Imagine
(John Lennon)**



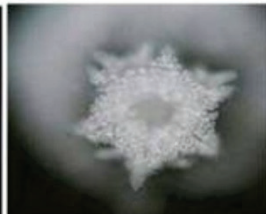
**Heavy metal
Music**



I will kill you



Eternal



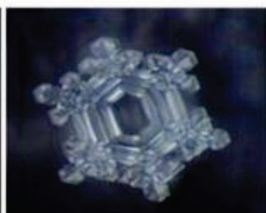
Peace



Thank you



Truth



Wisdom

It is important you note he spoke those words in the Japanese language. If you were to say those words in your own native language, nature would make that same water vibrate in a different way, thereby, giving you the corresponding shape in your own language. Masaru Emoto, after many years researching the impact of sound on water, said; *"water is attempting to communicate something to us. Negative emotions prevent the water from crystallizing. While positive emotions allow it to develop into beautiful hexagonal shapes."*

Remember, 70% of your body is water, so whatever language you speak, nature works in such a way it would take over your body, mind, soul, and consciousness!. It is because this happens in the realm of CAUSE that we don't see how sound does this, so it is one of those seemingly benign things that we don't think about, yet it has a powerful control over humanity. A word (sound), a song (sound) can make you happy, it can make you sad, it can make you cry. Similarly, after many years of speaking any language, the vibrations coming off that language (sound) determines your mentality and behavior. It does this by archiving the sound pattern in your genes, which makes you behave in a certain way. This behavior is simply the mentality and traits exhibited by those who own that language. This is further described as a culture. When you have children, you'll pass on that information in your genes to the next generation, and your children would pass on to their children, and so on. If you have learned how to be dependent or weak, you'll also pass that information to your children. Your children would do the same. This is why slavery lasted for over 400 years. Slavery lasted too long because the slaves no longer realized they were slaves. The information had been passed through the gene from generation to generation and each parent giving birth to a new baby automatically considered his/her child a slave. Slavery was then on auto-pilot. Sadly, the same thing is happening today!. Today, we have grown so used to the language, education, religion given us by the slave masters, so much that we no longer remember they don't belong to us. The result is that our genes are now being re-designed as perpetually weak and dependent people, but we don't even know it!. Nature does not know our faces, nature simply obey based on the input it receives. That's why we have grown comfortable with our enslavement today.

We no longer remember that upon our unfortunate contact with the Europeans, they steered our destiny and natural evolution off course, imposed a new pathway of dependency on us, and

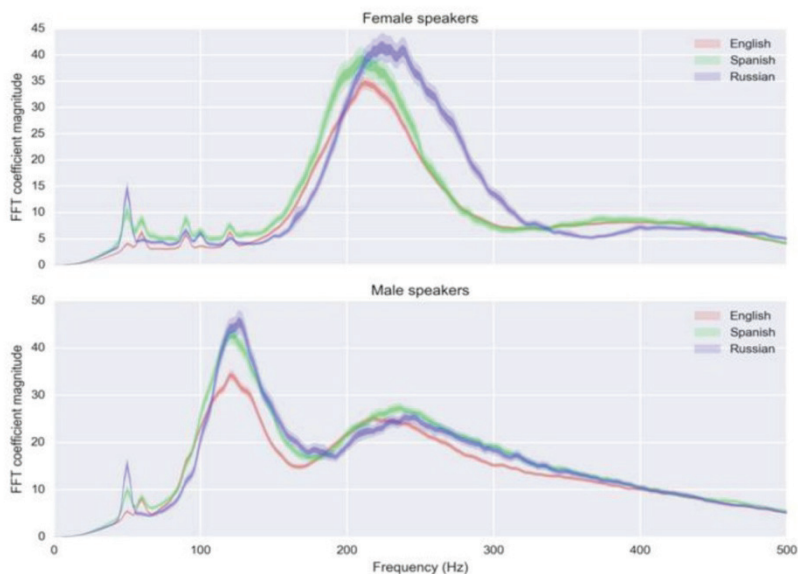
we are now evolving towards an artificial trajectory imposed on us. This book will help you understand why that is the cause of poverty in Africa, and how we can break away from their orbit and re-wire ourselves back on track.

How nature programs the mind

The mind is programmed with sound, image, smell, taste, touch. These are the ways you input data into your consciousness. Aside taste and touch, the major ones like sound, image, and smell come to you in waves, which travel in certain frequencies. The sum total of all the sounds, images, smells, tastes, touches you have ever encountered in your life, becomes your experiences, it becomes the type of person you are today. Your reality is based on what your mind had stored as sounds, smells, images, touches in your brain, from where you recall them all the time. In other words, you cannot think about anything that is not within your experience.

Nature programs a human being or a society to behave in a certain way. Again, one of the major ways nature does this is through (sound) language. A word is not a letter, a word is a SOUND. A language is simply a group of logically arranged SOUNDS that we have given meaning to. Every society in the world created their own (sounds) language.

When a sound engineer, Mr. Erik Bernhardsson asked English, Spanish, and Russian people to say a word into the microphone, below is the result he got from the machine output. The frequency of each language was not only different, but female and male voices registered in a different way. The pattern their voice registered on the machine is how nature knows the speaker of each language.



For millions of years, SOUNDS have always been the language of any civilization before man learned how to write. Writing was invented recently, if we consider the whole history of human existence on earth. Sounds predate writing!. So, sounds are encoded deep into our genes, which we inherited from our ancestors, according to the culture each of us were born into. The resonance with our bodies at a specific frequency, created over millions of years of evolution of a specific culture, gets archived in the genes of people in each culture, and creates the accent and behavior of that culture. Do you know that African-Americans have an accent different than white people? They don't just have their unique accent, they also have what is called African-American Vernacular English (AAVE) which is a distinct dialect of English. If a black American is speaking on phone, white people would know from the other end, even if they never met each other before, and if a white person is speaking on the phone, a black American would know as well. You need to be an American though to be able to differentiate that most times. Black Americans have a different accent because the sounds archived in their genes by our African

ancestors are still with them, and it is not going away any time soon. That's how powerful (sounds) language is.

The word (sound) that our African ancestors named things was the right harmonic resonance given to them by nature to keep themselves in harmony, in balance, in equilibrium, in oneness with the entirety of mother nature. The way to destroy that balance and harmony with nature is to get any society to abandon their native language in favor of a foreign language. Once the Europeans succeeded doing that, we have never been ourselves again. So, that balance has long been destroyed, and it is still being destroyed by what we call education in Africa, which have us stuck in the white man's language.

In Igbo land, we have unique sounds made by letters like Ny (nyi), Kp (kpi), Gh (ghi), Kw (kwi), Gw (gwi), Gb (gbi). Speaking the Igbo language and making those sounds daily keeps an Igbo person in perfect harmony with nature. Let nobody tell you that the English language is better than Igbo language. The English language only became better because we were colonized and it got imposed on Nigeria.

In Yoruba land, they have unique sounds made by letters like Gb (gbi), P (kp) and more. Speaking the Yoruba language and making those sounds daily keeps them in harmony with nature. Let nobody tell you that the English language is better than Yoruba language. We Africans were the first people to inhabit planet earth, and those sounds were already part of our life when Europeans did not even exist. Example; the letter "Gb" is a heavy bass sound, and you can hear it in our music. In Igbo land, Yoruba land, and other African peoples, you see an emphasis on bass in our music because that is the way nature talked to our ancestors, which we inherited. We are a people of bass!.

These unique sounds appear almost in all African languages, and they are mostly bass sounds. I will list some languages and their special sounds below.

Kikuyu language has Nd, Ng, Nj, Ny.

Fongbe language has Gb, Kp, Ny.

Ewe language has Gb, Kp, Ny.

Lingala language has Gb, Kp, Mb, Mf, Mp, Mv, Nd, Ng, Ngb, Nk, Ns, Nt, Ny, Nz.

In Lingala language spoken in Congo, nature took the sounds to a whole new level. The Congolese people are blessed with so many of such unique sounds, so much that they could speak any language in the world fluently. In fact, nobody in the world can speak any language that a Congolese cannot speak. You begin to wonder why Congolese people are music people.

What I have discovered is that Gb, Kp, Ny, are like the primary colors of sound, just like red, green, yellow are the primary colors that makes other colors. Every sound in the world comes from Gb, Kp, Ny. In the beginning was Gb, Kp, Ny, and everything that was made were created by the vibratory energy coming off it. Gb, Kp, Ny is God!.

An African has no reason whatsoever to displace our own native languages in favor of a European language. Europeans languages are light sounds and when we Africans speak it, we get tuned-off frequency, and out of harmony with nature. Our languages are like heavy food. Indeed, that's why nature has us eat heavy foods in Africa!. Just speaking our native languages and pronouncing those Gb, Kp, Ny with the vibrations coming off it, keeps us away from cancer and heart disease. Believe it or not, those sounds cancel out negative vibrations and help keep an African fit.

Words are product of spoken sound. In a society, we interpret that sound based on our consensus on what each sound should mean to us. In other words, language is a natural contract of reality among people. It is like in monetary exchange where we use a currency like the US dollar as a benchmark for measuring our local currency with other world currencies.

Green is green because we have made a contract of reality with English people to accept that sound as such. Red is red because of the same reason, etc. Problem is that we are now making this natural contract deeper and deeper among ourselves in Africa, not realizing we are not English people but Africans. As a result of colonialism, we have accepted the English language and French as a benchmark for measuring our intelligence in Africa!. Therefore, over many years, of speaking and hearing English and French SOUNDS, we now have experiences that do not belong to us. We have proved this convincingly by relegating our native language to the back seat as an inferior language. Only someone who has lost his or her mind could do such a thing. Our brains are now configured to interpret meanings in relation to English semantics and grammar structure. And it is so because when someone imposes a foreign language on you, you will use the new language to tune yourself out of frequency, and therefore, become out of harmony with what your original self ought to be. When some imposes a foreign language on you, you will be tuned-off from your natural evolution trajectory, you will get lost, and you will never be the same again. Indeed, you will evolve with the new language and justify it as the right language for you because you will become one and the same with the person who gave you that language.

Sound travels in waves and it permeates your whole body and consciousness in order to give you it's corresponding meaning. This means that your consciousness gets locked in the language you speak, think, write or read more often than others, and your

brain gets mapped according to the mentality of that language. It is not a surprise then that neurologists have discovered that language neuro-chemically codify perceptions in our brains into identifiable markers. So, if I hear or see or even think about a car or a chair or anything at all, a tiny compartment in my brain would register the symbol for retrieving that information. In other words, if Japanese language becomes the language you speak, think, write, or read more often than others, your brain would be neuro-chemically mapped as a Japanese. For more information, see the videos on **brain and language** in the bibliography.

Since you were born, everything you have ever seen or heard or thought are all archived in different parts of your brain, according to the language (sound) you used in storing that information. It is like the storage in your phone or your computer storing data in sound in different languages. The dominant language in your brain's storage, therefore, becomes the language you automatically must use in processing your thoughts, and depending on what you are doing or want to do, you recall data from that archive or storage with the language you used in storing it. This is what gets us locked and addicted in the English and French language that the slave master gave to us.

We perceive our reality, depending on how language has codified our experiences. Therefore, when we make English language supreme over our native African languages, and use it in schools, markets, banks, law court, etc, we now have experiences that does not belong to us, because the overview of our reality is now tilting towards English instead of our native African languages. We are now gradually breeding our African consciousness out of existence in exchange for the ways of those who own the English language. In western oriented or in some elite African homes or families where speaking of native language is despised, our genes carry that information, and we pass it over to our new born babies, and when our babies grow

up they'll pass it on to their own babies, and so on. After many hundreds or thousands of years of evolution, we will simply breed ourselves out of existence, and we will become Europeans, though we will remain black skinned. What we are doing in Africa today is the same thing as "social engineering" ourselves out of existence. The only reason we don't know this is because it takes thousands of years to evolve into something new, so that we today no longer realize we are evolving into something else.

A word is a sound, a sentence is a sound, a language is a sound. Sounds (language) control your psyche and even your health. That's why you have technologies like ultrasound scan using sound frequencies to scan pregnant women, the heart, liver, lungs, etc. The reason I want to deal with language is because we now have (sounds) languages called ENGLISH and FRENCH in Africa, with which our minds are being programmed in at the expense of our native (sounds) languages. The language you read, write, think, speak fluently more often than any other language, becomes the operating system (OS) your mind run on. You process your thoughts in that language, so you are addicted to that language, and like cocaine or crystal meth or other hard drug, this foreign sound eventually tune us off from the frequency of African consciousness. It is an open secret that an educated African now has more vocabularies in English or French than in our native languages, and we can no longer speak our native languages fluently without mixing it with English or French, as the case may be. What language do you use in processing your thoughts?

You see, as long as we no longer process our thoughts in our native languages, we are already drifting away from ourselves because we are no longer able to interface with intelligence naturally in the same way as our ancestors. As it stands today, first-hand experience with intelligence has been taken away from us simply by speaking English. We are now running on a

second-hand operating system (OS) lost in it's original way of interfacing with nature. We are now hybrids between our ancestors and what Europeans imposed on us. A society made up of such people will never be able to create the best civilization because they are not vibrating in harmony with nature. Indeed, such a society would be stunted in consciousness, and would no longer go ahead to explore nature through their own ingenuity, but through the crumbs of knowledge falling off from the tables of those who gave them language, education, and religion. Sadly, that's our situation today in Africa.

A whole new branch of physics is devoted to studying the impact of sound on matter. It is known that our mind programs the cells in our body to adapt to the sound, image, taste, touch, smell of the environment we live in, and our environment in turn programs our cells to produce the type of mentality we have. It is done either way. For example; if you move to a new city or country with your parents or by yourself, things would look odd at first, but after some weeks or months or years, your mind will naturally program your cells to adapt to the condition of your new city or country. Therefore, when you create a situation addictive to the mind (habits, drugs, language, religion, etc), it would program your cells to act in accordance with the mentality of the addiction. This is called somatogenic mind control, and it is derived from somatic cells of the body. The somatic cells simply act based on the input data it receives from sound, image, smell, taste, touch. This is why we are locked down in consciousness, and it is why you see some educated Africans arguing that the Europeans did us a favor by giving us English and French language. Our indoctrination is now down to the cellular level!.

You can get sick, if you believe you could get sick. You could also get healed, if you believe a medication applied on you will heal you. Scientists have tested it in what is called the placebo-effect, and it is an established science that your positive

thoughts can program your cells to heal you of a sickness, for instance.

Your whole body develops and evolves based on the experiences programmed into your cells from the experiences of your ancestors and by your own experiences. The catalogue of the experiences programmed into your cells would determine the intellectual, spiritual and overall wellbeing and health of your body. Since cells are created based on all our experiences, it therefore follows that the deeper your experiences and the experiences of your ancestors, the more sophisticated the engineering of your mind.

Have you ever had a sad day that made you feel sad? Has something ever happened to you that made you feel sad? When you feel sad, it shows on your body. And that's why your friends or family members would notice that and they would ask you; are you ok? Is anything wrong?

Similarly, if you went on an outing and you had a happy day, you will feel happy, and your body will vibrate happiness. Your friends or family members would notice that as well, and they will ask you; what happened? Why are you so happy today?

Since we were born, the language we speak programs our body to behave in a certain way that is unique, first to us as individual and second according to the culture you were born into. A Yoruba person behaves like a Yoruba person, and Yoruba people collectively behave like Yoruba people.

An Igbo person behaves like an Igbo person, and Igbo people collectively behave like Igbo people.

A Zulu person behaves like a Zulu person, and Zulu people collectively behave like Zulu people.

A Kikuyu person behaves like a Kikuyu person, and Kikuyu people collectively behave like Kikuyu people.

Thousands and millions of years ago, the cells in the bodies of our ancestors had been programmed this same way, and they passed their genes to us which we inherited at birth. So, we have a piece of the experiences of our ancestors in us that we are supposed to carry on and make better for the future generation. This is the natural evolution of consciousness. Nobody should take that away from you because if they do, you will never be able to find your own way into the future or re-wire yourself back home.

As a human being, you cannot exist in a vacuum, so this natural evolution of consciousness could also be turned off like a switch, if we stop speaking our native languages and relating to our culture. It is either we carry on and refine the experiences stored in our genes and the genes of your ancestors or lose it to become someone else. That's where the danger is!.

Now that we have adopted English as our primary language in Africa, and we no longer associate daily with the SOUNDS carried in the genes of our ancestors, our subconscious mind will in turn begin programming our cells to act in line with the mentality of English people. Our cells don't know our faces and it has no idea we are black people in Africa, so our cells would think that we are Europeans!. Over many hundreds or thousands of years of evolution, we will become black-European people right here in Africa!. A good example is African-Americans or blacks in the Netherlands. It is not citizenship that makes them non-African, but because the languages that their reality has been codified has turned them off from African consciousness in exchange for American and Dutch mentality; respectively. Does an African-American or black people in the Netherlands think like Africans?

In the name of education, the same thing would happen to us right here in Africa. If we don't take charge, we will become wiped off the surface of the earth. All it would take is time.

Why you cannot be educated as an African

Africans must understand that we did not originate the language, education, and religion we have in Africa today. The language, education and religion that we have today were imposed on us by Europeans during the days of colonialism, and ever since we are stuck with it. We are stuck with the white man's education because we are stuck with his language, and we are stuck with his language because we are stuck with his education. You see, a vicious circle has been created and it now seems natural to us. When I think about this in my private, I feel it is such a shame this vicious circle was created for us by another man and not by nature.

As I said earlier, all you need to do to understand this book is to drop your ego, which tells you the education you have is the right education for an African. I understand this could be a difficult thing for you to do because western education works with our mind and convinces us we need it. As a result, you no longer realize that the Russians, Japanese, Koreans, Vietnamese, Chinese, are also educated. Yet, they speak neither English nor French.

Vietnam was colonized by the Netherlands and later by France, and once upon a time, Vietnamese people schooled according to how France wanted them to learn. Vietnam was later to arrive at the logical conclusion that the French education was not good for them, and they discarded it. The reason Vietnam discarded western education was because they realized it was not an asset to them, but a liability, so they discarded it. But in Africa, we have not collectively reached that state of consciousness where we understand that we have a system of education that is a mismatch to African philosophy. We have

not considered the possibility that all our social, political and economic problems persist because we have a dirty system of education, like a dirty detergent polluting everything we wash.

Sorry, if you are an African reading this. I don't know who or where you are reading this from, so I am not necessarily talking about you personally. I am talking about a system, so don't take it personally. Honestly, I will excuse you if you don't understand this. This is the most difficult concept for an educated African to interpret, because of man's natural psychological defense mechanism that makes it extremely difficult for the mind to give up anything it has accepted as fact, especially if it is a widely held view like "western education is not the problem". According to psychologists *"the human mind has a primitive ego defense mechanism that negates any evidence disproving any belief we hold dear"*.

This natural ego defense mechanism sometimes could be evil as it would not allow you to open up your mind and think outside the box; instead you would continue justifying a system of learning that was forced down the throats of your ancestors. This is even as the government of Canada has apologized to native Canadians for "giving them the wrong education" during the European invasion of Canada. The Australian government also said "sorry" to the aboriginals for indoctrinating their children centuries ago. But in Africa, our fat ego has totally blinded us from seeking compensation from Europeans for indoctrinating us.

As far as I am concerned, how to get educated people in Africa defeat this natural ego defensive mechanism to enable us to realize education was and is still a tool for colonialism, is the biggest obstacle to development in Africa. Educated Africans like you reading this must realize the education Europeans gave us was part of slavery and colonialism. It was indeed given us for the purpose of controlling us. In fact, it is the last

umbilical cord Europeans have used to connect their former colonies to themselves till this very day.

Ask yourself; why do all former British colonies speak English?

Why do all former colonies of France speak French?

Why do all former colonies of Spain speak Spanish?

Why do all former colonies of Portugal speak Portuguese?

Get it? There was a systemic colonial policy by all the colonialists to have Africans think Europe, love Europe. And for that to happen, the education would have to de-Africanize us and turn us into Euro-Afro hybrid robots.

Educated people in Africa must realize education and slavery are mutually exclusive!. Nobody keeps a prisoner and give him the key to free himself. Educated people in Africa must understand education and colonialism are mutually exclusive!. Indeed, the Emir of Kano, Muhammad Sanusi II, said he does have a documented proof that Britain never wanted to give education to their colonies because they said education was counter-productive to their goal. In that secret memo, they discussed why Africans must not be educated and why the wrong education must be given instead.

Europeans would not have given us the right education, because as themselves acknowledged; it was counter-productive to their goal. The education they brought us is dirty and must be discarded. Again, this is a difficult concept to understand, because of your natural ego defensive mechanism prompting you to defend your education. You no longer realize we have been short-changed with a type of education that was not original to the African people before colonialism. But believe me, once you understand this, even before you finish

this book, you will become a new person right from where you are sitting.

Before I go further, let me say this book is not saying an African cannot be educated. I am not saying you are not an educated person. Yes, you are educated.

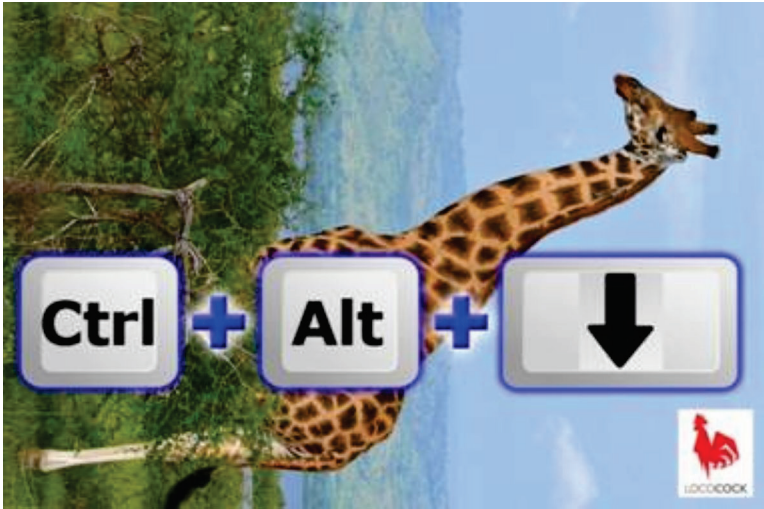
Yes, an African can be educated, and of course, we have millions of educated people in Africa. What I am saying is that you cannot be educated as an African- literally. You can only be educated as an English man, a French man, Spanish, and Portuguese; depending on what European nation colonized your country. But, you cannot be educated as an African. It is not possible under our current system of education for you to get educated as African because we did not create what we call education in Africa. Education was imposed on us; just like western religions were imposed on us, just like the names of our countries and boundaries were imposed on us at the Berlin conference in 1884-1885, just like the names of some of our cities were imposed on us, just like English, French, Spanish, Portuguese were imposed on us as our official languages and the language of learning across Africa. Of course, it does not mean we did not have our way of learning, but it was imposed on us after discarding our original way of learning; just like their religion was imposed on us after displacing our traditional belief system.

Our current system of education removes Africa from history, creates cultural alienation, disables an African mind from knowledge creation, and creates intellectual slavery. It creates dis-cohesion in both our mental, cultural and intellectual well-being as educated Africans. Put in short; it creates a philosophy mismatch.

Don't be in a hurry to categorize this as cognitive dissonance, for it is merely an early stage of what I am trying to explain. According to psychologists, "Cognitive dissonance is the

mental discomfort experienced by a person who simultaneously holds two or more contradictory beliefs, ideas, or values. This produces a feeling of discomfort leading to an alteration in one of the attitudes, beliefs or behaviors to reduce the discomfort and restore balance”.

It is very important you notice it says in order to correct cognitive dissonance, the sufferer resorts to "*alteration in one of the attitudes, beliefs or behaviors to reduce the discomfort and restore balance*". Similarly, what happens in Africa when we try to resolve our philosophy mismatch and to create balance is that we become Euro-Afro hybrids, and when trying to resolve our Euro-Afro hybrid condition, we get identity crises, and finally when we try to resolve our identity crises, we suffer Post Traumatic Western Education Syndrome (PTWES). An educated African is stuck here forever, because unlike cognitive dissonance that could be treated, but in school, we accumulate more of the teachings that make our situation worse. This is why I cannot categorize it as cognitive dissonance. It is a type of long years of over-accumulated unresolved acute cognitive dissonance. Whether it is Chinua Achebe's "no longer at ease", or Franz Fanon's "black skin, white mask" or Chimamanda Adichie's "Americanah" they were all dealing with the same phenomenon, of course, while comfortably exempting themselves as another "Obi Okonkwo" a victim and a creation of western education, except Fanon who acknowledged his education in itself was a problem.



This philosophy mismatch is a kind of new name and to explain it further, it is like the type of distortion you feel in your brain, whenever you press the CTRL + ALT and the DOWN ARROW on your windows computer, and you begin to use the computer. Whenever you do that, the screen turns upside down, and it becomes a complete mismatch to everything you have known. Performing a simple task on the computer suddenly becomes a problem. It is the same way our minds get sub-consciously distorted when we try to use western philosophy to interpret an African concept, vice-versa, whether in school or society at large. It is like someone being at war against himself.

This identity crisis was first observed by an African-American, W. E. B Du Bois when he wrote *"The Negro is a sort of seventh son, born with a veil, and gifted with second-sight in this American world, -a world which yields him no true self-consciousness, but only lets him see himself through the revelation of the other world. It is a peculiar sensation, this **double-consciousness**, this sense of always looking at one's*

self through the eyes of others, of measuring one's soul by the tape of a world that looks on in amused contempt and pity. One ever feels this twoness,- an American, a Negro; two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body”.

What he called “double-consciousness” or “twoness” is a result of philosophical duality and it is what we contend with sub-consciously in Africa in the name of education. Or to put it in an easier way; this duality is as a result of western philosophy constantly clashing with our African philosophy, vice-versa, in our sub-conscious as we sit in classroom acquiring western education which was originally not meant for Africa. Even former US president Barack Obama, faced this duality, and resolving it was what his book; **dreams from my father** was all about. In a chapter he talked about how he “have always seen the world through the eyes of the white man” and how that contrasts with himself as a black man. This is despite he was born by a white lady in America and he grew up in America. Yet, his father’s African gene was so strong to still make him feel African. If Americans could feel that way; how much more we Africans that acquire knowledge using the white man’s education? This clearly shows we can never be ourselves or solve our problems ourselves, unless we remove this duality and choose simply to be African. Only when we choose to be African shall we be in synch with ourselves and vibrate at our natural African frequency.

Because we Africans have left this situation untreated (unresolved) for many years, it has accumulated from generation to generation through what we call education, and has led us to a bigger problem called “learned helplessness” where it appears we have learned not to be able to solve our problems by ourselves, unless somehow white people are somewhere behind the scene.

What is learned helplessness?

According to an online journal, *verywellmind*, “When something bad happens to us, we will always naturally do whatever necessary to change the situation. Research on what is known as learned helplessness has shown that when people feel like they have no control over what happens, they tend to simply give up and accept their fate.

Learned helplessness occurs when an animal is repeatedly subjected to an aversive stimulus that it cannot escape. Eventually, the animal will stop trying to avoid the stimulus and behave as if it is utterly helpless to change the situation. Even when opportunities to escape are presented, this learned helplessness will prevent any action.

While the concept is strongly tied to animal psychology and behavior, it can also apply to many situations involving human beings. When people feel that they have no control over their situation, they may also begin to behave in a helpless manner. This inaction can lead people to overlook opportunities for relief or change”.

Let me not get ahead of myself.

Franz Fanon, in the 1950's, in his book, “black skin, white masks” also observed the duality and the helplessness it creates in oneself. Fanon was a psychiatrist and a philosopher and a victim of colonialism himself. He observed that the education we inherited from Europeans is like a struggle against ourselves and it ultimately separates us from ourselves. He further predicted it would in future create the problem of elitism or disoriented elites or what he called “national bourgeoisie” that would replace the colonial masters to keep plundering their people. He was right!.

Africans need to understand this to enable us to move forward on this continent. That is why this book was written.

The only reason this may sound novel is because we no longer remember what education ought to be. We no longer remember the so-called education was given us by our captors, oppressors and not by our friends. We no longer remember the education was given us by the same slave traders that created psychological machinery to control us for 450 years in slavery. Would our captors have given us the right education? Would a master give his slave the right education? Just think about it.

We no longer remember there is western philosophy, which is how white people view things. We no longer remember there is eastern philosophy, which is how Asians view things. We have been lumped up with these two philosophies and we no longer remember there is African philosophy, which is how Africans view things. European, Asian, Native American, African; all these cultures had and still have their unique philosophies and views about things, and it is in education each ought to learn about it.

We no longer remember because the education from our various colonial masters removed us from history and the world's knowledge manufactory. Ever since, there is no place for African philosophy in the world's scheme of things. We no longer remember the education we inherited consider us as people who did not develop our unique philosophy and views on anything.

It is always about what Isaac Newton or Galilio Galilio said about Physics or what Adam Smith said about economics or what Socrates, Aristotle, and Plato said about Philosophy. It is never about what our African ancestors said. The result is that you have our scholars waiting for the latest research papers from Oxford University, Harvard, and Cambridge. Their

conclusion in Europe and America becomes our conclusion in Africa. We take it hook, line, and sinker.

But researching someone's conclusion is not education. It merely amounts to learning what others have learned. Real education would mean that you go and create your own method of arriving at that conclusion, and indeed you could arrive at the same conclusion as Harvard University. Even if you don't, the education itself happens in the process of your independent inquiry on how Harvard or Oxford arrived at their conclusion.

As it stands today, there is never a concept said to have originated from an African mind or that Africans contributed anything to what we call knowledge. Therefore, we have outsourced knowledge creation to white people and all we do is sit back, copy and paste. This is why Tsehloane Keto, said: *"The world of Africans and descendants of Africans and the world of scholarship about them is still the only one at the end of the Twentieth Century that retains a 'colonial' signature whereby experts and authorities outside African communities control knowledge creation and exceed experts inside those communities. This does not apply to Europe, Asia or the Americas. This has led to an unfortunate predilection among Africans to concede expert knowledge to outsiders. African people have tended in the past to surrender the right to academic self-affirmation to others, thereby accepting conclusions of a Eurocentric framework that has assigned a permanent peripheral role to the Africa centered perspective in the world's growing knowledge industry. Indeed, many of the 'authorities' who study and write about the African world and exercise great influence over the outside world's perception of Africa and Africans, the*

understanding of its value priorities, the vision of its future and the capacity to define its very essence for insiders and outsiders alike, often are not burdened with the knowledge of single African or African derived language".

We keep photocopying, and photocopying, and photocopying, and photocopying, what we believe to be education from generation to generation from foreigners. In the process, we inadvertently train ourselves to disconnect from ourselves and what our values ought to be.

It is not a surprise then that we have literary giants all over Africa, winning all sorts of award overseas writing in the English language, French, yet nobody wins any award in our own native languages. How come we are winning awards in foreign languages, but not winning in our own language? How come we have been disconnected from our own language? How come I am writing this in English? How come I don't know how to write this book in my own language? Answer: the same education has stripped us the same power we would have had to do same in our native languages. You and I have been intellectually conquered!.

Africans must realize Europeans were not just interested in physical conquest in their colonies. They were also interested in mental conquest, psychological conquest, and intellectual conquest. Beginning 27 BC – 1400 AD, the Roman empire did exactly the same thing to their fellow European countries during the medieval times. Rome colonized almost the entire Europe using the same model.

Britain, France, Portugal, and Spain, were doing exactly what they learned from Rome. They also used the mental and psychological conquest tools to subdue people wherever they went. The only reason it wasn't obvious was because nobody sustained physical injury or got killed by it. The mental

conquests, psychological conquests are indeed their greatest conquest!. Psychological warfare via education was an instrument of colonialism. Europeans themselves said so. Their modus operandi was captured when Lord Macaulay said *"I have travelled across the length and breadth of India and I have not seen one person who is a beggar, who is a thief. Such wealth I have seen in the country, such high moral values, people of such caliber, that I do not think we would conquer this country, unless we break the very backbone of this nation, which is her spiritual and cultural heritage, and therefore, I propose that we replace her old and ancient education system, her culture, for if the Indians think that all that is foreign and English is good and greater than their own, they will lose their self-esteem, their native culture and they will become what we want them, a truly dominated nation"*.

After colonialism ended, Britain and France went into overdrive to destroy all types of record that would reveal their dirty secrets. Tons of documents were burnt both in London and in their colonies. There was a strict order from the queen to do so. Having destroyed all primary sources, Britain and their Indian stooges denied the above quote just because it was written in a speech that was never delivered by Lord Macaulay. However, the following is what they admitted to be his actual quote *"I accept catholic beyond and across of India. There is none here who is a beggar, who is a thief. Such abundance I accept apparent in this country, such top moral values, humans of such caliber, that I do not anticipate we would anytime beat this country, unless we breach the actual courage of this nation, which is her airy and cultural heritage, and, therefore, I adduce that we alter her old and*

age-old apprenticeship system, her culture, for if the Indians anticipate that all that is adopted and English is acceptable and greater than their own, they will lose their self-esteem, their built-in self-culture and they will become what we ambition them, an absolutely bedevilled nation."

There you heard from the horse's mouth!.

Either way, he was saying the same thing, and it was their *modus operandi* in Africa, Asia, West Indies, Caribbean, Americas. In case you don't understand it; what he said is that in order to defeat people completely, you must defeat them psychologically as well. Education and religion was the best tool for this psychological warfare.

With religion and education, Europeans succeeded in separating indigenous people from their cultures and have them worship the white man's values and his God. They control education, they control information about our history, they control what is knowable and most important, they also control sources leading to that knowledge. They did a nice job!.

Now I know why John H. Clarke, said: *"of all European conquests, their greatest conquest is the conquest of the mind of indigenous peoples"*.

That conquest of mind happened through education and religion. We all can see the effect of religion, but due to our ego defending our education, everybody conveniently avoids talking about the intellectual slavery education brings to us.

The worst legacy we need deal with is the intellectual slavery inherent in education whereby knowledge creation is not in our hands. We don't contribute anything to the world's academic knowledge base. We are like spectators in the world's

knowledge manufactory. By default of the education we have in Africa, white people still determine what ought to be knowledge and what ought not to be knowledge. Therefore, what we call education in Africa is not really education. It is a system of indoctrination!.

No colonial power gives education to it's colony because education is counter-productive to colonialism. As I said, in medieval times in Europe, Rome colonized Britain (55 BC), Scandinavians colonized Britain (800 AD), France colonized Britain (1066 AD). When Britain itself was being colonized, they were prohibited from sending their sons or daughters to school, unless they obtained a special permit. It was a crime to get someone educated in Britain. A European historian, C. N. Trueman, records *"the sons of the peasants could only be educated if the lord of the manor had given his permission. Any family caught having a son educated without permission was heavily fined."*

He continued *"this policy was simply an extension of those in authority trying to keep peasants in their place, as an educated peasant might prove to be a threat to his master as he might start to question the way things were done"*.

There you have it again!.

That is what happened to Britain themselves during their captivity under Rome and France. Again, he said, **"An educated peasant (British) might prove to be a threat to his master (Rome)"**.

That is why, Britain, during their colonialism of Africa knew in advance that education was counter-productive to colonialism. They have been there before!. They knew in advance that Africans must not be educated, and if we must be educated it

must be indoctrination. Unfortunately, they unleashed the indoctrination on us which we sadly still interpret as education. I am surprised we still hold it dear till this very day, unable to realize we must discard it and create our own version of education from scratch.

To understand why we must create our own version of education from scratch, I would like to give you an analogy how education looks like. It is very important you understand this analogy because you will see it throughout this book.

Europeans installed their operating system (OS) on us and left (1)

Education is like the operating system (OS) which is the software that runs your mobile phone or computer. In the case of us humans, it is education that is used to write the software of the mind. You have WINDOWS operating system (OS). You have APPLE or MAC operating system (OS). You have ANDROID operating system (OS). You have BLACKBERRY operating system (OS), etc.



Behind the operating system (OS) is a code which is the philosophy, language, ideals, values, culture of the operating

system. Indeed, software engineers call that code LANGUAGE!. Just like we humans, the language the operating system is written is the reason every phone running it's own operating system is unique. Therefore, you use your philosophy, language, ideals, values, culture to build the type of (OS) education you want. Nobody else should impose an operating system on you; otherwise, that person owns you, which is why a phone running the Android operating system is called **android phone**. A phone running on the Windows operating system is called **windows phone**. A phone running of the blackberry operating system is called **blackberry phone**. A phone running of the apple or Mac operating system is called **iPhone**. It is also for this reason that if someone schooled in France, we often say "he is French educated". Or someone schooled in Britain we say "he is English educated". The philosophy, language, ideals, values, culture you are schooled becomes your operating system (OS). The problem is that the operating system (education) we have in Africa is "western education" given to us by white people when we were slaves. So, the operating system we have is not ours!.

The operating system for each manufacturer sets the framework that determines what you could do with the phone and how to do it. In this case, education in French language is called "French education" and education in English is called "English Education".

In those countries colonized by Britain in Africa, what British people did is that they gave us an OS (education) written in their philosophy, language, ideals, values, culture, which is English. They gave us an OS that considers ours as inferior and indeed, it removes Africa from history and education. They gave us an OS that makes us incapable of using our own philosophy, language, ideals, values, culture to create knowledge.

This is why you cannot say someone is “Yoruba educated”, or “Igbo educated”, or “Kikuyu educated”, or “Zulu educated”, etc. The education removes us from education!. And that is why you cannot be educated as an African. You cannot be educated as an African!. It is not possible!.

With this OS (education), no matter what we do, we will always look up to white people as our Lords. This is why we always look up to white people. We travel to their hospital when they get sick. We go to their schools to upgrade our academic endeavors and certificates. When we have an epidemic, we wait for them to manufacture Ebola drugs for us. When we become the leaders we go to them to beg them to help us build our airports, roads, seaport, etc. Beggars everywhere!. We are always begging for aid because everything we learn still says they are our master.

With this OS, there will never be a time in human history when we would be better than white people. We are like people placed inside a box and no matter what we do; we will always end up doing what they want because just like your phone or computer, the OS determines what you can do with it. Just like the phone’s OS, that is how they have programmed what we could do both now and in future.

What this book is saying is that we should uninstall the OS (education) on the phone or computer given us by Europeans and re-install our own operating system that was there before the Europeans arrived in Africa. This is the only way we can disconnect ourselves from all forms of western control. It is either we do that or we will serve white people FOREVER. In fact, it is either we do that or risk being re-colonized and re-enslaved.

It is a pity when you say this; most of us don’t understand how this could be true. I am going to continue to explain it throughout this book, because unless we understand this, we

cannot even begin to talk about honor for the black race or even development. African people need to understand this so we can move forward, and I hope by the time you finish reading this book, you will understand what education is and why we must discard the system of education we inherited from white people.

The origin & philosophy of education that they won't teach you in school in Africa

Normally, our schools in Africa would begin from Pythagoras, Socrates, Aristotle, Plato and their exploits in education in ancient Greece, as the origin of education, as if Greece is the oldest civilization in the history of mankind. The Greeks themselves studied in Africa!. The first educated people in Europe were the Greeks, and they studied in Africa. Pythagoras studied Mathematics, Music, and Geometry in Africa, and he said so.

In the book; *Laws of Plato*, written in 348 BC, Plato himself while discussing with an Athenian stranger, Cleinias, and Megillus, he compared the standard of education in Africa and Greece, and he said that education in Greece was like education for "pigs". Plato said that education in Greece was inferior and in no way comparable with the high standard of education that was going on in Africa at that time. This is a whole different story, and there is a book on that. If you want to pursue it further, go and read the book; **stolen legacy, Greek philosophy is stolen Egyptian philosophy**. It was written by George G M. James. They will never tell you this in school.

Education evolved in societies across the world according to what was important to each society. From the beginning of humanity, people everywhere in the world naturally had the need to communicate themselves. Maybe they were talking about fishes in the water. Maybe they were talking about the

bright moonlight at night. Maybe they were talking to someone about how they felt. Maybe they were talking about what made them sad or happy in an outing. Mothers were talking to their children and children were talking to their mother. Fathers were talking to their son, wife, neighbors; everyone was talking to one another just like we do today. Whatever they were discussing, they did that with a language invented by themselves. Therefore, no culture gave another culture a language. One culture may borrow some words from another culture/s, though, but not borrow language. Every culture evolved their own language, because they necessarily must do so; otherwise, they would not be able to talk to themselves.

As I said, people needed to talk to themselves for the same reasons we talk to ourselves today. Over many thousands of years, different societies naturally developed the language suitable for them to communicate themselves. In the process, thousands of words evolved in different cultures across the world. What this means is that no language is naturally superior to another language. Every language is as good as the other language.

ENGLISH	IGBO	YORUBA	HAUSA	FRENCH
Sky	Eligwe	Ọju ọrun	Sama	Ciel

- In Igbo, Sky = Eligwe
- In Yoruba, Sky = Ọju ọrun
- In Hausa, Sky = Sama
- In Japanese, Sky = Sora (written as 空)
- In Chinese, Sky = Tiānkōng (written as 天空)
- In French, Sky = Ciel
- In German, SKY = Himmel
- In Russian, SKY = Nebo (written as Небо)

The English SKY is not better than the Igbo ELIGWE; it is not better than the Yoruba ỌJU ỌRUN or the Japanese SORA or

the Hausa SAMA. All the names are SOUNDS and nothing more!. Every culture in the world simply looked up at the sky and named what they saw. If they could not name it, they would not talk about it. The English SKY is not linguistically superior to the other African or Asian languages. None of the names for SKY in one language is better than the other because all of them means precisely the same thing!.

The French CIEL is not better than the other names for SKY in African languages. The French CIEL is not linguistically superior to the other African languages, because all of them mean exactly the same thing!.

In Igbo, WATER = Mmiri.
In Yoruba, WATER = Omi
In Hausa, WATER = Ruwan
In Zulu, WATER = Amanzi
In German, WATER = Wasser
In Russian, WATER = Voda
In Swahili, WATER = Maji
In Chinese, WATER = Shuǐ (written as 水)
In Korean, WATER = Mul (written as 물)
In French, WATER = L'EAU
Etc.

The English WATER is not better than the Igbo MMIRI. It is not better than the Yoruba OMI or the Zulu AMANZI. The English WATER is not linguistically superior to the other African languages or any other language in the world. All of them are SOUNDS, all of them means exactly the same thing!.

The French L'EAU is not better than any other African name for water. The French L'EAU is not linguistically superior to whatever we call water in other African languages. All of them mean exactly the same thing!.

In Igbo, COME is Bia

In Yoruba, COME = Wa
In Hausa, COME = Zo
In Malay, COME = Datang
In Zulu, COME = Woza
In Swahili, COME = Njoo
In Portuguese, COME = Venha
In French, COME = Viens
In German, COME = Kommen Sie
In Chinese, COME = Lai (written as 來)
e.t.c

The English COME is not superior to any African language or any other language in the world. All of them are SOUNDS that different cultures use to store and recall the meaning of the same action. When you tell someone to come in any language, he would understand as simple as an English man would understand his COME.

In Igbo, DOG = Nkita
In Yoruba, DOG = Aja
In Zulu, DOG = Inja
In Malay, DOG = Anjing
In Chinese, DOG = Gǒu (written as 狗)
In Swahili DOG = Mbwa
In Portuguese DOG = Cachorro
In French DOG = Chien
In German DOG = Hund
Etc.

The English word DOG is not superior to all the other languages for dog in Africa. When you say DOG in your native language, the meaning you get is exactly the same meaning others get in their languages. So, it is not the word that is the dog, but the meaning that each culture attach to the sound. The French word CHIEN is not better than any other African language for dog. No matter in what language you say DOG, you are talking about the same animal.

In Igbo, GOD = Chineke
In Yoruba, GOD = Olorun
In Zulu, GOD = UNkulunkulu
In Malay, GOD = Tuhan
In Chinese, GOD = Shén (written as 神)
In Swahili GOD = Mungu
In Portuguese GOD = Deus
In French GOD = Dieu
In German GOD = Gott
In Japanese, GOD = Kami (written as 神)
Etc.

The English name for GOD is not better than any other name of GOD. Neither is their God superior to the other GODs. All the words are SOUNDS talking precisely about the same GOD that no culture has ever seen. When another culture indoctrinates you to call on their own sound for GOD (like we do) that in itself is slavery. The fact that you and I still have the languages of our various colonial masters as our primary language means that we are still being colonized now. Sadly, educated people in Africa conveniently talk about the religious indoctrination and leave out the educational indoctrination due to man's ego mechanism. But this gives you an insight that religious indoctrination is exactly the same as educational indoctrination. I will talk more about that in the following chapter.

The above are few examples I can provide as I cannot possibly name everything in every language in the world.

After thousands of years, each society has coined thousands of words (sounds) for everything they needed to talk about. The name of any language that evolved in each society, also later became the name of that society or tribe. Example; people that spoke Igbo became known as IGBO, people that spoke Yoruba became known as YORUBA, people that spoke Hausa became

known as HAUSA, people that spoke Zulu became known as ZULU, people that spoke English became known as ENGLISH, people that spoke Dutch became known as DUTCH, people that spoke French became known as FRENCH, etc.

Interchangeably, the name of each tribe or society that evolved also became the name of their language. Example; a tribe from Japan speaking Japanese became simply known as Japanese, and a tribe that evolved in Korea speaking Korean simply became known as Korean, a tribe that evolved in China speaking Chinese became known as Chinese.

As you can see, you cannot separate language from a tribe or culture; neither will you separate a tribe or culture from a language.

Language is unseen culture, culture is seen language!.

All that it takes to destroy a culture is to destroy their ability to speak their language. Culture is not a land, culture is not a country. Culture is a society, sharing the same language, philosophy, ideals, values. One unit of culture is one human being speaking his/her native language and sharing the same philosophy, ideals, values with other members of his/her society.

People often talk about culture as if it is a land or one giant monolithic thing that cannot be broken down. But in our science class, we learned that atom is the building block of life. In the same way that the atom is the smallest unit of any substance, culture can also be broken down into its components. And when you do that, you will find out culture is just one individual speaking a language.

One Yoruba man or woman speaking the Yoruba language is one unit of Yoruba culture. One Igbo man or woman speaking

Igbo language is one unit of Igbo culture. One Zulu man or woman speaking the Zulu language is one unit of Zulu culture. One Chinese man or woman speaking the Chinese language is one unit of Chinese culture, etc.

If you transport any given culture from one country to another country, they will continue to exhibit themselves as they have always been, because culture is not a land. It is people speaking a language that makes a culture.

If you manage to separate a tribe from their language, you will destroy their culture in the long run. That is why language is the center of any culture. That is why language is the center of any civilization. No language no culture!. No language no society!.

Now, thousands of societies have evolved all over the world, and each society is simply a group of human beings speaking one language.

One Japanese man or woman = 1 unit of Japanese culture.

One Russian man or woman = 1 unit of Russian culture.

One Igbo man or woman = 1 unit of Igbo culture.

One Yoruba man or woman = 1 unit of Yoruba culture.

One Zulu man or woman = 1 unit of Zulu culture.

One Kikuyu man or woman = 1 unit of Kikuyu culture.

Etc.

Look at this way:-

1 Japanese

+ 1 Japanese = 2 Japanese
+ 1 Japanese = 3 Japanese
+ 1 Japanese = 4 Japanese
+ 1 Japanese = 5 Japanese
+ 1 Japanese = 6 Japanese
+ 1 Japanese = 7 Japanese
+ 1 Japanese = 8 Japanese

You can keep adding until you get the total population of Japan, which would be about 127 million Japanese citizens that make the Japanese nation. You can, of course, also begin to subtract, until there would be no more Japanese left. You see, each Japanese is one unit of Japanese culture. This is applicable to any other culture any place in the world.

Let us do the same for Russian.

1 Russian
+ 1 Russian = 2 Russians
+ 1 Russian = 3 Russians
+ 1 Russian = 4 Russians
+ 1 Russian = 5 Russians
+ 1 Russian = 6 Russians
+ 1 Russian = 7 Russians
+ 1 Russian = 8 Russians

You can keep adding until you get the total population of Russia, which would be about 144 million Russian citizens that make the Russian nation. You can, of course, also begin to subtract, until there would be no more Russian left. You see, each Russian is one unit of Russian culture. This is applicable to any other culture any place in the world.

Imagine you transport every Russian speaker to Japan, and in turn, you transport every Japanese speaker to Russia. What do you think would happen? Russia would then become Japan!. And Japan would become Russia!. Rightly so, because it is

their languages that gave them their identity, not the land they live. The Russians would continue to be Russians if you transport all of them to Japan, and the Japanese would continue to be Japanese if you carry all of them to Russia.

Here is where it gets interesting. The only way to change the identity of people is to colonize them and force them to speak another language. In order to change the identity of the Russians or Japanese, you don't even need to transport the Russians to Japan, neither do you need to transport the Japanese to Russia. You could do that right where they live. All that you would have to do is colonize them and make them speak your language and use it to acquire knowledge.

If Britain colonizes the Russians and makes them speak English, they will eventually become English people, in their own land. It would take a few hundred or thousand years.

If France colonizes the Japanese and makes them speak French, they will eventually become French people, in their own land. All it would take is time for that to happen.

The gradual process of our Europeanization is exactly what Britain and France installed in Africa when they gave us their version of education. In Anglophone African countries; education was an instrument of colonialism to have us think like English people!. In Francophone African nations; education was an instrument of colonialism to have them think like French people!. In future, after many years of evolution, we would indeed become foreigners, right here in Africa. This is why we must make a U-turn and pay priority attention to our native languages before it is too late.

I have said many times, in every part of the world, societies evolved their own language. We can go back to being our unpolluted selves simply by placing priority on our native languages in school and society.

How education evolved naturally across cultures

In Asia, the following languages evolved with the people over there:- Pashto, Armenian, Hayeren, Bengali, Javanese, Bhutanese, Malay, Khmer, Chinese, Hindi, Urdu, Bahasa, Japanese, Korean, Lao, Mandarin, Maldivian, Mongolian, Burmese, Nepali, Filipino, Tamil, Thai, Vietnamese. These are just major Asian languages, each have tens or even hundreds of dialects under them.

In Europe, the following languages evolved with the people over there:- Albanian, Catalan, German, Belarusian, Russian, Croatian, Serbian, Bulgarian, Croatian, Greek, Turkish, English, Danish, Estonian, Finnish, Greek, Hungarian, Icelandic, Irish, Latvian, Italian, Lithuanian, Macedonian, Maltese, Moldovan, Romanian, Dutch, Norwegian, Polish, Portuguese, Slovenian, Slovak, Swedish, Ukrainian, etc.

In Africa, the following languages evolved with the people over here:- Bantu, Fon, Setswana, Swahili, Kirundi, Banda, Gbaya, Sangho, Sara, Shikomoro, Lingala , Kingwana, Kikongo, Tshiluba, Monokutuba, Dioula, Somali, Afar, Fang, Bubi, Tigrinya, Oromo, Gurage, Amharic, Fang, Myene, Nzebi, Mandinka, Wolof, Fula, Akan, Adangme, Ewe, Ga, Soussou, Fulani, Zulu, Xhosa, Sesotho, Malagasy, Lomwe, Tumbuka, Yao, Nyanja, Bambara, Dogoso, Fulfulde, Koyracini, Pulaar, Kikuyu, Soninke, Makhuwa, Tsonga, Lomwe, Sena, Oshivambo, Herero, Nama, Kiswahili, Hausa, Yoruba, Igbo, Bini, Fulani, Ijaw, Ibibio, Tiv, Mende, isiNdebele, Pedi, Sesotho, siSwati, Xitsonga, Tswana, Tshivenda, isiXhosa, isiZulu, Nubian, Ta Bedawie, Gogo, Haya, Makonde, Nyakyusa, Nyamwezi, Sukuma, Tumbuka, Ewe, Mina, Luganda, Bemba, Kaonda, Lozi, Lunda, Luvale, Nyanja, Tonga, Shona, Ndebele, etc.

This clearly shows no society in the world does not have the same natural ability to invent their own language.

When a child is born, he does not need to go start creating his own language from scratch or name things his own way. Before the child is born a language is waiting for him and in that language is recorded all the words he/she will ever need to talk about anything. Therefore, every society also kept data of information that must be passed from one generation to another. No matter what location in the world, every society came up with names for the plants and vegetables growing around them. Example:-

Plants

ENGLISH	IGBO	YORUBA	HAUSA	ZULU
Tree	Osisi	Igi	Bishiya	Isihlahla
Leaf	Akwukwo	Ewe	Sansami	Iqabunga
Pepper	Ose	Ata	Yaji	?

Every society also named the animals in their forest and at home. Example:-

Animals

ENGLISH	IGBO	YORUBA	ZULU	FRENCH
Goat	Ewu	Ewure	Imbuzi	Chèvre
Antelope	Ele	Etu	?	Antilope
Elephant	Enyi	Erin	Indlovu	Éléphant

Every society also named everything visible in the sky.
Example:-

Nature

ENGLISH	IGBO	YORUBA	HINDI	ZULU
Sun	Anwụ	Ọrun	Ravi	Ilanga
Moon	Ọnwa	Osupa	Chaand	Inyanga
Star	Kpakpando	Irawo	Taara	Inkanyezi

Every society also named natural laws and things.
Example:-

ENGLISH	IGBO	YORUBA	HAUSA	FRENCH
Work	Ọrụ	Ise	Aikin	Travail
Time	Oge	Akoko	Lokaci	Temps
Water	Mmiri	Omi	Ruwa	Eau

Every society also numbered things. Example:-

Mathematics

ENGLISH	IGBO	YORUBA	HAUSA	HINDI	FRENCH
One	Otu	Okan	Daya	Ek	Un
Two	Abụọ	Eji	Biyu	Do	Deux
Three	Atọ	Eta	Uku	Teen	Trois
Four	Anọ	Erin	Hudu	Chaar	Quatre

ENGLISH	IGBO	YORUBA	HAUSA	HINDI	FRENCH
Five	Ise	Arun	Biya	Paanch	Cinq
Six	Isii	Efa	Shida	Chhah	Six
Seven	Asaa	Eje	Bakwai	Saat	Sept
Eight	Asatọ	Ejo	Takwas	Aaath	Huit
Nine	Itehete	Esan	Tara	Nou	Neuf
Ten	Iri	Ewa	Goma	Das	Dix

Again, remember all the words above are all SOUNDS. The English words (sounds) are not linguistically superior to the African words (sounds) or the other languages because the meaning British people get is exactly the same meaning we get in our native African languages. No language in the world is superior to another language, unless a culture has been subdued by another culture and made to speak the language (sound) of foreigners. This cannot be overemphasized.

What this means is that each culture evolved keeping data about themselves that must be passed from one generation to another. You must have a name for something before you can learn about it. And since they must have names for something in order to talk about it, it makes it compulsory they must evolve, keeping such data/information as long as they live because if they don't, they simply won't be able to teach succeeding generations what the culture has learned so far.

Below are the steps each culture took to arrive at their subjects:-

- (1) Name something.
- (2) Have a knowledge base comprising everything known.
- (3) Group similar knowledge into one topic.

That is how the subjects or grouping of studies evolved. Subjects evolved because people were able to separate knowledge about; say, learning about plants from learning about animals or knowledge about Mathematics from Knowledge about non-living things.

Biology

The total knowledge base that ENGLISH people kept about their understanding of “the structure, function, growth, origin, evolution, and distribution of living organisms”, they called BIOLOGY.

The total knowledge base that FRENCH people kept about their understanding of “the structure, function, growth, origin, evolution, and distribution of living organisms”, they called BIOLOGIE.

The total knowledge base that SPANISH people kept about their understanding of “the structure, function, growth, origin, evolution, and distribution of living organisms”, they called BIOLOGÍA.

The total knowledge base that JAPANESE people kept about their understanding of “the structure, function, growth, origin, evolution, and distribution of living organisms”, they called IKIMONOGAKU.

The total knowledge base that RUSSIAN people kept about their understanding of “the structure, function, growth, origin, evolution, and distribution of living organisms”, they called BIOLOGIYA.

The total knowledge base that CHINESE people kept about their understanding of “the structure, function, growth, origin, evolution, and distribution of living organisms”, they called SHÈNGWÙ XUÉ.

The only reason you don't see African languages here is because our languages were removed from education upon our unfortunate contact with Europeans. British people imposed their BIOLOGY on us, and as a result, we lost the words to study same in our native languages. However, in Zulu it is called IBHAYOLOJI, in Amharic, it is called BAYOLOJĪ, and in Swahili, it is called BIOLOJIA. As you can see, these are all names derived from what Europeans call it. Those are not the original name it should have been called by us Africans if our languages were not polluted. It is unlike the Japanese IKIMONOGAKU or Chinese SHĒNGWÙ XUÉ, which are words coming from the mind of an Asian.

Chemistry

The total knowledge base that ENGLISH people kept about their understanding of “the substances of which matter is composed, the investigation of their properties and reactions”, they called CHEMISTRY.

The total knowledge base that FRENCH people kept about their understanding of “the substances of which matter is composed, the investigation of their properties and reactions”, they called CHIMIE.

The total knowledge base that SPANISH people kept about their understanding of “the substances of which matter is composed, the investigation of their properties and reactions”, they called QUÍMICA.

The total knowledge base that RUSSIAN people kept about their understanding of “the substances of which matter is composed, the investigation of their properties and reactions”, they called KHIMIYA (written as ХИМИЯ).

The total knowledge base that JAPANESE people kept about their understanding of “the substances of which matter is composed, the investigation of their properties and reactions”, called KAGAKU (written as 化学).

Physics

The total knowledge base that ENGLISH people kept about their understanding of “the nature and properties of matter and energy”, they called PHYSICS.

The total knowledge base that CHINESE people kept about their understanding of “the nature and properties of matter and energy”, they called WULI (written as 物理).

The total knowledge base that PORTUGUESE people kept about their understanding of “the nature and properties of matter and energy”, called FÍSICA.

The total knowledge base that GERMAN people kept about their understanding of “the nature and properties of matter and energy”, they called PHYSIK.

The total knowledge base that JAPANESE people kept about their understanding of “the nature and properties of matter and energy”, they called BUTSURI (written as 物理).

Literature

The total knowledge base that ENGLISH people kept about their understanding of “written works and the art of writing”, they called LITERATURE.

The total knowledge base that GREEK people kept about their understanding of “written works and the art of writing”, they called VIVLIOGRAFIA (written as ΒΙΒΛΙΟΓΡΑΦΙΑ).

The total knowledge base that GERMAN people kept about their understanding of “written works and the art of writing”, they called LITERATUR.

The total knowledge base that KOREAN people kept about their understanding of “written works and the art of writing”, they called MUNHAG (written as □□).

The total knowledge base that RUSSIAN people kept about their understanding of “written works and the art of writing”, they called LITERATURA (written as ЛИТЕРАТУРА).

The total knowledge base that ARAB people kept about their understanding of “written works and the art of writing”, they called AL'ADAB (written as بدال).

History

The total knowledge base that ENGLISH people kept about their understanding of “past events about themselves and others”, they called HISTORY.

The total knowledge base that DUTCH people kept about their understanding of “past events about themselves and others”, they called GESCHIEDENIS.

The total knowledge base that FRENCH people kept about their understanding of “past events about themselves and others”, they called HISTOIRE.

The total knowledge base that GERMAN people kept about their understanding of “past events about themselves and others”, they called GESCHICHTE.

The total knowledge base that ARAB people kept about their understanding of “past events about themselves and others”, they called ALTTARIKH (written as خيراتلا).

The total knowledge base that SPANISH people kept about their understanding of “past events about themselves and others”, they called HISTORIA.

The total knowledge base that JAPANESE people kept about their understanding of “past events about themselves and others”, they called REKISHI (written as 歴史).

Economics

The total knowledge base that ENGLISH people kept about their understanding of “the production, distribution, and consumption of goods and services”, they called ECONOMICS.

The total knowledge base that GREEK people kept about their understanding of “the production, distribution, and consumption of goods and services”, called OIKONOMIKA (written as OIKONOMIKA).

The total knowledge base that FRENCH people kept about their understanding of “the production, distribution, and consumption of goods and services”, they called ÉCONOMIE.

The total knowledge base that RUSSIAN people kept about their understanding of “the production, distribution, and consumption of goods and services”, they called EKONOMIKA (written as ЭКОНОМИКА).

The total knowledge base that DANISH people kept about their understanding of “the production, distribution, and consumption of goods and services”, they called ØKONOMI.

The total knowledge base that JAPANESE people kept about their understanding of “the production, distribution, and

consumption of goods and services'', they called KEIZAI (written as 經濟).

ETC.

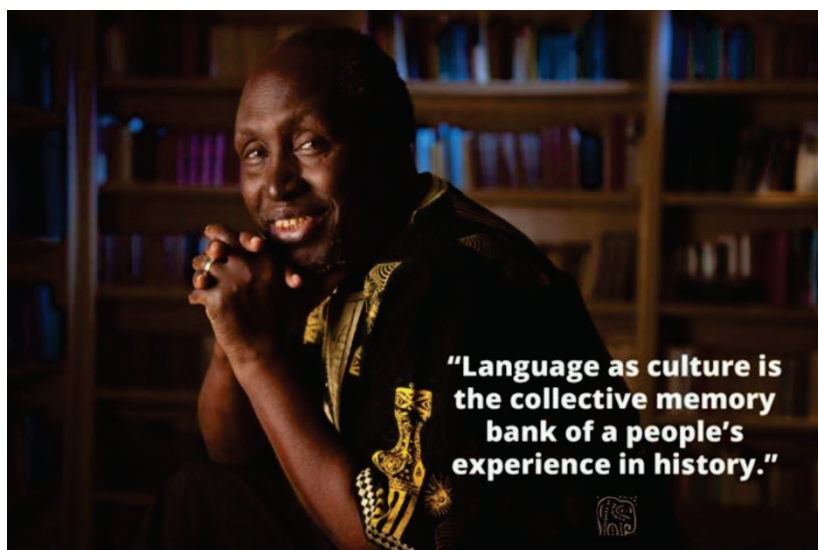
What the above show is that the names/data/information kept by each society about themselves, later became a body of knowledge that could be passed from one generation to another. Early men needed to organize such knowledge and pass it on because a child born today need not create his own knowledge from scratch. All that the child does is learn from those before him what the total experience of his culture had been. After learning, and IF he becomes truly educated, he may then improve upon what was known before he was born.

What is education?

Education is simply the act of acquiring information from the richness of the archives, databases, and knowledge base kept by any culture about EVERYTHING their ancestors and themselves have learned using their language, from the beginning of time to the present. These archives, databases, and knowledge base becomes the group of knowledge that we call the sciences and arts, namely; Chemistry, Biology, Physics, Geography, Economics, Mathematics, History, Linguistics, Agricultural science, Language Arts, Art, Music, Earth Science, Physical Education (P.E.), Health Science, Physical Science, Philosophy, Metaphysics, Religious studies, Social Studies, Geology, Oceanography, Literature, Meteorology, Astronomy, etc. This is to name a few subjects, of course, you know they all still have various sub-disciplines, and the sub-disciplines came as a result of continuous investigation and discovery. Basically, it covers all the sciences, arts, and humanities- it covers everything known; even the unknowns that we know we don't know are all knowledge. This is true education, and it is one side of the definition. Let me quickly add that at the metaphysical level, you can see that even

knowledge is nothing but sounds that we have stored or archived in our brains or memory. The order of natural knowledge is as follows: - Sound> Word> Language> Knowledge> Education. Remember sound is energy and it transmutes to word, language, knowledge, etc. This is why your language is your reality.

Ngugi wa Thiong'o is the only educated African that I know who still has his brain intact, he understands this, and that's why he said *"language as culture is the collective memory bank of a people's experience in history."* It is that knowledge stored in your language that you can begin to talk about development or whatever.



Ngugi wa Thiong'o
(The smartest African scholar alive)

The other side of the definition (using the asaa principle) is that education is the act of learning from the richness of the archives, databases, and knowledge base of foreigners about EVERYTHING their ancestors have learned using their language, from the beginning of time to the present, and

accepting their conclusions in Linguistics, Literature, Chemistry, Biology, Physics, Geography, Economics, Mathematics, History, Agricultural science, Language Arts, Art, Music, Earth Science, Physical Education (P.E.), Health Science, Physical Science, Philosophy, Metaphysics, Religious studies, Social Studies, Geology, Oceanography, Literature, Meteorology, Astronomy, etc., as yours. In other words, what is going on in schools in all the colonized countries in the tropics, though, it is still education, but it is not true education. It is an imposed education. All former European colonies in the tropics are still in colonialism today!. They are still being colonized today with language (sound) and education!.

True education means studying about your own culture and what their total experience had been in the sciences, arts, and humanities, and adding to it for the future generation to pick up from where you'll stop, in order to continue the evolution of your own culture, language, society. True education is not about studying what Isaac Newton or Pythagoras did or what Aristotle or Plato said or how English or French people write or pronounce their words. There are no special thoughts that Plato, Socrates, Aristotle developed that our African ancestors or Asian people or native American people did not develop. But ours was thrown away since the time of our unfortunate contact with Europeans, and ever since, we have been learning what Europeans have learned, when in fact, all the philosophies accredited to the Greeks were actually developed in Africa. This is known for sure because Pythagoras came here in Africa, studied ancient African philosophies and took it to Greek. Pythagoras was chased away from Greece because the ruling class at that time thought the foreign ideas he brought from Africa would destroy the fabrics of Greek society. This happened about 500 BC (five hundred years before Jesus Christ was born), and if you want to learn more, read the book; *Stolen Legacy*, Greek philosophy is stolen ancient Egyptian philosophy, by George G M. James.

Today, everything about us has been discarded, it is now about learning what white people have learned. And some people would claim they don't wear okrika (used cloth) when the biggest okrika in Africa is education. It is the okrika everybody proudly wears!. Everything we learn in school in Africa starting from the first 'A' is for 'Apple' are all second-hand knowledge imported from white people. This is why we must always look up to white people.

There was this Yoruba man called Baba Alajo Somolu who lived in the mid 1900's. He was said to be a thrift collector, and through him, so many words entered into the Yoruba lexicon. Yet, the name of this man does not appear anywhere in textbooks in Nigeria or at least in Yorubaland. Such a great man of historical importance reduced to fairytales because of our stupidity!. But we are busy studying how a British man, Mungo Park, discovered the river Niger, which is a lie. When we are not doing that, it would be about studying how Mary Slessor ended the killing of twins in Nigeria, but in Britain, up till the 1600's; people were called "witch" and were slaughtered on the street. We are busy studying Europeans, when we have Africans of same historical importance right here in our own culture!.

History of banking or savings should not be complete in our schools in Nigeria without a mention of Baba Alajo Somolu. In fact, students should be made to answer questions like: - Who was the first thrift collector in Lagos?

- A: Shola Ade
- B: Deji Bamidele
- C: **Baba Alajo Somolu**
- D: Seun Osewa

Chinese people would go as far posing the question as; who was the first banker in the world?

- A: Shola Ade
- B: Deji Bamidele
- C: **Baba Alajo Somolu**
- D: Seun Osewa

You see, as far as they are concerned, the Chinese would tell you their own fact says that Baba Alajo Somolu was the first banker in the world, and that is what they want their people to learn. Do you now understand why Chinese people would not wait for white people to solve their problem? They run on their own operating system (minds).

At the peak of his career, Baba Alajo Somolu was said to be so diligent at his work that adages were coined in his name. The sayings are as follows: “Ori e pe bii ti alajo Somolu, to fodidi oôdun meta gbajo lai ko oruko eni kankan sile, ti ko si siwo san fenikeni.” (Your brain is as sharp as that of Alajo Somolu, who collected thrift for three years and paid back all his customers without writing down a single name and without making a single mistake with the payment).

There is another one that goes thus: “Ori e pe bii Alajo Somolu, to ta moto, to fi ra keke”. (You are so intelligent like Alajo Somolu, who sold his car to buy a bicycle).

We have all these, but you will never hear it in our classrooms, because we still consider our languages inferior just as the British taught us, and therefore, we don't consider our own creation as knowledge since we still think knowledge is only knowledge when white man create it.

The same thing we fool ourselves studying in English and French in Africa, we do have them as well in our various native languages and cultures across Africa.

Africans, come to your senses. Start asking questions like; what is education? What is knowledge? Is it right to acquire knowledge in a foreign language?.

Real education is not just about learning what your ancestors have documented, but improving upon it by continually creating new words and ideas to talk about new discoveries in the sciences, arts, and humanities. Education is about learning and helping move your OWN culture forward in your chosen field of study. If you understand this, you will know that since I am writing this book in English, I am not adding anything to Igbo language's literary development. I am not adding anything to show Igbos of future generation how to write in my our language!. Who would then write for Igbos? A British man? A French man?

If I wrote this book in Igbo, all the words I would ever write and how I use them would have been a repository for the next generation of Igbo writers to look up to and learn to write in our own language. Due to colonialism, my literary ability has no benefit whatsoever in my native Igbo language. Another example; I previously used the word “ philosophy mismatch” an expression I pulled from thin air just to explain a situation. While you and I understand what it means in the English world we live in, but, if I tell you to explain that in your native African language, you would have a hard time doing that. Neither do I know how to do so in my own language. Yet, we have been indoctrinated enough to be able to do that perfectly in a European language!. We are therefore not getting educated for the advancement of our own culture.

Lord Kwame Nkrumah, the father of African independence, understood the meaning of education and he said: *“education should lead an individual into the highest, fullest, and most fruitful relationship with the culture, philosophy, and ideals of the society in which he finds himself”*. If you understand what Nkrumah said here,

you will realize anything outside that is indoctrination, and when you know that, you will understand why Ngugi wa Thiong'o is the smartest African scholar ever, for he noticed that long ago and he decided to write his books in his native Kikuyu language. Writing in his native Kikuyu is the only way his literary prowess would be useful to his culture.

According to the Oxford English dictionary, education is *"the process of receiving or giving systematic instruction, especially at a school or university"*.

The full definition ought to be *"the process of receiving or giving systematic instruction in English, especially at a school or university"*.

But it is not required to add "in English" in the definition since English people defined it about themselves. And this reminds me, when you see a word in the Oxford or Cambridge or other English dictionaries, it is not talking about the African definition of that word. The English dictionary is about how English people defined their words. Their definition of their words got nothing to do with you as an African. If we did not have any contact with Europeans, we would have been using dictionaries made in our native languages, and the English meanings would not have had any linguistic impact on our minds. Example; many African words and phrases don't even have a way to say them in English. That's by the way.

Formal education is simply "the process of receiving or giving systematic instruction in school ABOUT THE KNOWLEDGE BASE YOUR CULTURE HAS KEPT THROUGH THE AGES". Even if you take nothing away from this book, make sure you keep the sentence in capital letter. True education is about you learning from records of what your ancestors have kept for you in the sciences, arts, and humanities. This you do in your own language. It is because we don't use our languages to learn about the knowledge base our ancestors kept through

the ages that we don't have the name for words like:- Hexagon, Oval, Pentagon, Octagon, Nonagon, Decagon, Rectangle, Rhombus, Semi-Circle, Square, Trapezoid, Triangle. The so-called education keeps running down our minds; it keeps incapacitating us. So, when next you begin to wonder why we cannot solve our problems by ourselves, that is the origin staring you in the face right there, and you will learn more as you read on.

You may, of course, study other cultures by creating a subject or space for that in your school curriculum. You may create a course to study Chinese or Japanese food if it would help the advancement of your society. But if you study Chinese or Japanese food without studying about yours (like we do in Africa) that is really not education. Such a system of education is indoctrination and would create hybrids who won't know their roots. Such people would be slaves to knowledge. Indeed, we are!.

Normally, education should begin by getting an African child acquainted with the knowledge of how a written word sounds in the culture of that child- words like apple, cat, boy, girl, dog, flower, etc., in our various native languages.



A newborn baby is like a phone or computer without an operating system (education) installed

Remember, when a child is born, he is just empty; he is like a brand new phone or computer in a factory without an operating system (OS). The operating system the child would run will depend on the education he will get. If you school him in the Russian language, he will become Russian right here in Africa without going to Russia. If you school him in Chinese, he will become a Chinese right here in Africa without visiting China. If you school him in Japanese he will become Japanese, he doesn't need to travel to Japan. All he needs to do is immerse himself learning in the languages of Russia or China or Japan. A language is simply a sound that programmes you.

When an African child begins schooling and he or she begins learning how to pronounce English words or French words, that child is also subliminally being programmed to think like English or French people. Remember that English people or

French people are not better humans than we Africans, but we have been **CONDITIONED** through many years of slavery and colonialism to believe they are. When we go to school in Africa and we begin learning in English or French, we are teaching ourselves how to put barriers on our mind, such that we cannot explore the frontiers of thought beyond what the English and French people are capable of. This is because the operating system (OS) that African child would run depends on the language (sound), education, and society he is exposed to. When an African child begins learning how to pronounce English or French words at the expense of our native languages, that child has started officially being de-Africanized instead. He/she has started being configured to think like white people. You can as well take the child to Russia or Japan or Korea, if you like. But you don't have to trouble yourself taking the child to Russia or Japan or Korea, you can already expose him to any language (sound) and system of education you want him to have, and he will of course become, and indeed behave like the culture he/she is exposed to. Sadly, that is exactly the same thing we do when we expose ourselves to western education in Africa.

In Igbo, the sound of water begins with "M" not "W". Water in Igbo language = Mmiri.

In Yoruba, the sound of water begins with "O" not "W". Water in Yoruba language = Omi.

In Zulu, the sound of water begins with "A" not "W". Water in Zulu language = Amanzi.

In Hausa, the sound of water begins with "R" not "W". Water in Hausa language = Ruwa.
Etc.

Being slaves to knowledge is the reason we go to school in Africa and immediately begin learning "A" is for Apple, "B"

is for Bee, ‘C’ is for Cat. The method we have today whereby the teacher have an African child associate ‘A’ to Apple is wrong!. Apple is not an African word!. In true education, the sound ‘A’ must correspond to a word in the language that child comes from. When the child is learning ‘A’ is for Apple, he is sub-consciously fine-tuning the cosmos to re-wire his consciousness to the culture owning that word. When the subconscious mind associates that ‘A’ sound to an Apple, it simultaneously rejects all the other sound for Apple in the language of the child, as he gets wired to believe the only sound attached to the word is the English one. This is why some highly mis-educated Africans (HMA) would in their adult age also want to speak in the British accent. When that’s done, the indoctrination is complete. Later, you would learn how it is playing out in Abuja metropolis among some elite fools, who have gone as far as paying for their children to learn to speak in the British accent.

‘A’ is for Apple, ‘B’ is for Bee, ‘C’ is for Cat is not an African creation, rather, it is English people explaining to their children the SOUNDS their ancestors have documented to pronounce their own words. That is why it is called ENGLISH ALPHABETS. It has nothing to do with the pronunciation of African word, unless where it happens by coincidence. Even if it matches by coincidence, it would not still be right, because most African people ALWAYS pronounce ‘A’ as the ‘A’ in ‘Army’, which is different from the English pronunciation that is not constant in sound.

English alphabets



‘A’ is for Apple, ‘B’ is for Ball, ‘C’ is for Cat, has nothing to do with how our African ancestors named objects. This way of learning was brought along by British people during colonialism, so be informed that it is not originally ours. They gave us this after subduing all our institutions and forcing us to learn what and how they wanted us to learn. ‘A’ is for Apple, ‘B’ is for Ball, ‘C’ is for Cat, is simply telling British children how their ancestors named objects and how to pronounce them.

French alphabets



In French, ‘M’ is for HOUSE, not Man.

In French ‘P’ is for APPLE, not Pen.

In French ‘E’ is for SNAIL, not Elephant.

That is how French people learn how to pronounce their own words, according to the knowledge base kept through the ages by their ancestors. It had nothing to do with Africa, until colonialism when our institutions were destroyed, and this version of learning forced down our throats in Francophone African countries.

Russian alphabets



In Russian, ‘N’ is for TOMATO, not Net.

In Russian, ‘D’ is for HOUSE, not Dog.

In Russian, ‘H’ is for SCISSORS, not House.

In Russian ‘T’ is for AXE, not Table.

That is how Russian people learn how to pronounce their own words, according to the knowledge base kept through the ages by their ancestors. Imagine Russia had colonized Africa, we would have been in school today learning ‘N’ is for TOMATO, ‘D’ is for HOUSE, ‘H’ is for SCISSORS, ‘T’ is for AXE. We would have been learning all that, and our indoctrination would have us rationalize it as true education, and if anybody wrote a book called **intellectual slavery, the worst legacy of colonialism**, telling us we should not learn in the way of the Russians, the author would have been called a mad man, a sociopath, a misfit, anti-social or other negative tags. It is only in Africa and all the other colonized nations that we leave how to pronounce our own words, but instead begin learning how white people pronounce their words, as if we

have no names for Cat, Dog, Apple, Bell, etc. And someone says slavery is over?

As you can see above, when we go to school in Africa, what we actually do is that we begin learning how to think like white people. Over many years in school, the result is that we start to prefer western ideals, values and we begin to consider anything African as inferior. This is in accordance with the somatogenic programming of our cells as a result of the sounds of the English language that dominates our minds. Worse is that we rationalize our inferiority by saying nothing is wrong with western education, not realizing that our cells had been altered to give that exact reply!. This is why intellectual slavery has to be the worst legacy of colonialism. It seems our brains have been switched-off, such that we dare not even question our enslavement of today.

Now I understand why a slave owner once said: *“The best slave is a slave that doesn’t know he’s a slave”*.

To further help you understand our condition; imagine going to London and picking up a British child of 3 years of age and teaching him the Zulu language as his first language and also having him begin acquiring knowledge in school in Zulu language. This child would then grow up, reach age 20, speaking fluent Zulu language in London. The question becomes; is such a child a Zulu or British? Such a child is no longer British because he would grow up upholding Zulu ideals, values, language, as his. Indeed, he will claim Zulu as his language, which is exactly the same thing we do in Africa when we say *“English is our lingua Franca”*. Guess who adores English as our lingua Franca? An “educated” African!.

When such a child intermingles with the British population, he is going to suffer identity crises as a result of Post Traumatic Zulu Education Syndrome (PTZES). He won’t understand who he is. This in itself would be as a result of the philosophy

mismatch between African philosophy and Western philosophy where he lives. Sadly, this is our condition in Africa today when we put our native languages in the back seat, while we make English or French a priority both in school and wider society. The only reason we are not aware of our sickness is because the majority of us now have the same disease, such that we no longer realize it is a problem. What a pity!.

When the renowned linguist and educationist, Noam Chomsky, was asked; what is the purpose of education? He replied thus: *“the purpose of education is to help people to know how to learn on their own. It is you, the learner that is going to explore in the course of your own education. It is really up to you what you would master, what your goal, how you use it, how you go on to produce something new and exciting for yourself and may be for others. That is one concept of education.*

The other concept is that education is essentially a system of indoctrination. The idea is that from childhood, young people have to be placed into a framework where they will follow orders, accept existing frameworks and not challenge anything”.

That is the best definition you can get for education and its purpose. This man called Noam Chomsky has to be the most intelligent person alive!. The definition he gave to education is what I call compound or panoramic definition. He may or may not know what he has done, but he is using the principle of duality found in nature to define education. To make it easy to understand, what he is saying is that everything that has an advantage also has a disadvantage. Everything has two-in-one definition!. A long time ago, I discovered this, and I realized the format we use for “definitions” is wrong because it is linear. You will learn more about this by the end of the book,

where I talked about the “asaa principle” and how to use it to optimize education globally, and even to discover the solution to problems in your daily life.

If you look closely at the above definition, you will immediately realize there exists:-

- (1). True education
- (2). Indoctrination

Education that is not based on the philosophy of the culture receiving such education is nothing but pure indoctrination. It is important you know this because someone who is providing you education can decide to give you either real education or indoctrination. Education is the same way we teach our puppies till they grow to become mature dogs that are trained (indoctrinated) to perform predetermined tasks.

When we train (indoctrinate) our dog right from the time they are born as puppies, we teach them to do what we want, not what the dog wants. The type of education the dog receives is entirely in the hands of the owner. Whatever the dog is trained to believe or not to believe is what it would consider it's own reality, even if it is fake.

Imagine a dog that has been trained to sniff out hard drugs such as cocaine at the airport.

Imagine another dog that has been trained to guard a residence against intruders.

Imagine another dog that has been trained by a hunter for use in hunting wild animal in the forest.

The dog trained to burst cocaine packages at the airport have no idea that a dog can also do hunting in the forest, and the dog trained for hunting have no idea a dog could also find cocaine

at the airport. Whatever the owner taught the dog to do is exactly what they will do. By the way, some dogs are trained to have sex with people, and as far as such dogs are concerned, that is their own reality.

Like dogs, we humans are not any different. As long as you begin training the puppies from young, they will grow doing what you want them to do and fortunately for the dog owner, their training would have them naturally rationalize their actions as the right thing to do. Such is our case in Africa. We rationalize our inferiority by assuming white people are naturally better than us. It is not true!. It is an illusion projected to us hundreds of years ago, which we have accepted as real!. Creating our own system of education from scratch is the only way to break out of that illusion. This cannot be overemphasized.

In Africa, we are like those dogs trained from youth to perform a specific task for the master (white people), and we will keep serving white people until we realize this and discard the education they gave us. Through what we call education, white people have craftily connected us to themselves, like the umbilical cord connects a baby to the mother. It is up to us to disconnect ourselves. We are not dogs!. We are human beings with enormous brain power!.

When we disconnect ourselves, we will learn how to do better than white people, because white people are not more intelligent than us. They conquered us MILITARILY long time ago when the world was blind, and they subdued us using fake religion and education. When we unlock our minds, we will realize our powers, and we will do better than them.

Real education would open up your mind, leaving nothing off limit, while indoctrination would school you to behave in a particular way profitable to whoever gave you your education.

Sadly, indoctrination is what the colonial masters chose to provide to their colonies.

In order to sustain colonialism, the colonial masters began training Africans to think Europe. In the 1920's, Governor Cameron, the British colonial administrator in Tanganyika (modern-day Tanzania) was asked his policy for education in Tanganyika, and he replied: *"my intention is that the African should cease to think as an African and instead should become a fair minded Englishman"*. It has been said many times; this was their goal everywhere in all their colonies in Asia, Africa, and the America's. That is why the indigenous people always ended up adopting the languages of their oppressor. That is why I am writing this book in English. So, I am not free myself. The difference between you and I is that I understand there is a problem. I am grown up now and I understand someone kept my ancestors in a box, which I inherited by default. I want to get out of the box!. I want to be free!.

It is clear from the above; the purpose of education was not to educate Africans but to indoctrinate us. And I will continue to show throughout this book how any African would understand it.

I was unable to fill a bank account opening form in French

I am currently in Benin republic, which is a French-speaking country. Today, I went to a bank to open a bank account. When I got there, I was given the account opening form. As I was reading through the account opening form it suddenly dawned on me that I could not fill out the form correctly since I don't speak French. Still, I went ahead to fill out the form to the best of my knowledge. I handed over the filled form to the staff in charge of account opening, and as she was reading through I observed from her countenance she must have been saying to herself "this illiterate cannot even fill a form." I knew this as

she kept looking forth and back at me with the form on her hand. Then, without saying a word, she called her co-staff to help me fill out the form. Funny enough, the person she called to help me does not speak English either, so she simply copied my name, address, mothers name, guarantor, next-of-kin, etc., which was already filled out, but on the wrong columns. She simply put my information in the right columns.

Well, this type of incident may not bother some of us in Africa, but it bothers me a lot. It does not bother me because I could not fill out the form in French. Rather, it bothers me because as I was in that bank waiting for someone else to help me fill out the form; I kept asking myself; what is education? Am I still educated now? If I claim to be educated; why am I unable to fill out a simple form? Those were the questions that bothered me more than the act of filling the form itself.

As I was driving back home, I gave it further thought, and it dawned on me Africans have been fooled by what we call "education" in Africa. Why? Because, I realized if given the same form in my native language, I would still be unable to fill out the form. I realized my education is only education because Britain said that is what education should be.

But for me to call myself an educated person, my education should be seen in the eyes of my native Igbo language, not in English. I will demonstrate what I am trying to say here by giving you these forms in different languages.

Bank account opening form Chinese

申请开户单位名称		地址	
主管部门名称		电话号码	
账户资金来源性质		上级管理部门名称	
已开账户情况	开户银行	账 号	账户名称
上级管理部门意见	(签章) 年 月 日		申请开户单位意见 (签章) 年 月 日
以下各栏由银行填写			
业务部门意见	科目	账户名称	会计主管意见
营业执照	发证机关编号		开户日期
			年 月 日
表 2 — 2 开设账户证明			
兹同意 在中国××银行××市分行××办事处 开设基本存款账户。			
批准单位公章 ×年×月×日			
表 2 — 3 中国××银行××市分行××办事处印鉴卡			
户名			
地址			
启用日期	年 月 日	电话	
申请开户单位印鉴		××银行印鉴	
单位财务专用章	财务主管		
	出纳人员		
印鉴使用说明			

Bank account opening form Russian

Образец заявления на открытие счета
0401025
Коды

Заявление на открытие счета

Наименование учреждения банка РФ: _____

Наименование предприятия, организации, учреждения: _____
(полностью точное)

Просим открыть _____
(расчетный, текущий, бюджетный и др. счета)
 счет на основании инструкций Банка России, нами известных и имеющих обязательную для нас силу.

МП

Руководитель (должность) _____ (подпись)

Главный бухгалтер _____ (подпись)

« _____ » _____ 2001 г.

Отметки банка

Открыть _____
(расчетный, текущий, бюджетный и др. счета)

РАЗВЕЩАЮ _____ (подпись)
 Руководитель
 « _____ »

Документы на оформление открытия счета и совершение операций по счету проверил

Счетоткрыт

Небал. счета	Налиц. счета

Главный бухгалтер _____ (подпись)

You see, you would be unable to fill out the above forms because being literate in English does not equate to education. In fact, being literate in any language does not equate to education. Being literate is merely the ability to read and write, it is merely the first step towards knowledge acquisition using whatever language at your disposal. And since education cannot occur without a language, it means we make fools of ourselves in Africa, acquiring knowledge in a foreign language. Education should occur in the native language spoken wherever someone wants to acquire his/her education; otherwise, any education acquired in any other language is not really education for the advancement of his/her culture, but the advancement of the culture the language belongs.

If I acquired my knowledge in Russian, then my education would only be valuable in Russian. If I acquired my education in Japanese, then my education would only be valuable in Japanese, etc. Of course, if you acquired your education in English, it is the same, but we don't know because sub-consciously we already see ourselves as English people. In order to understand this, I will first explain what the colonial masters did in Africa. Here is another operating system (OS) analogy.

Europeans installed their operating system (OS) on us and left (2)



Computers and phones run on programs called operating system (OS), which is the software that makes the phone or

computer work the way it does. What the Europeans did in Africa during colonialism is like uninstalling a MAC operating system (OS) from an Apple computer or iPhone and installing a WINDOWS operating system (OS) instead. If you do that, it is not as if the computer or the phone would not work, but such computer or phone would continue to experience malfunctions till the end of it's life, due to OS mismatch (philosophy mismatch). All the problems we have in Africa could be likened to this. We are running on a foreign operating system (OS) installed onto us by Europeans during colonialism. We cannot be ourselves until the WINDOWS operating system is uninstalled and the original "follow come" MAC operating system re-installed.

The problem is the WINDOWS operating system has been too long in the MAC computer, so much that it no longer realize it was originally an apple computer solving it's problems it's own way.

Our problem of lack of technical, scientific and technological capability in Africa, all boils down to this reason. We no longer realize we are a distinct people who had our unique way of doing everything before the arrival of Europeans.

The Apple/MAC computer and the WINDOWS computer have their own distinct ways of solving their problem. Example; on the keyboard, the way you copy and paste on a MAC computer is not the same way you copy and paste on a WINDOWS computer, but at the end of the day, they both do exactly the same thing. On a MAC computer, pressing Command+C is to copy and pressing Command+V is to paste, whereas on a WINDOWS computer pressing CTRL+C is to copy and pressing CTRL+V is to paste.

Who is WINDOWS computer to say the only way to copy is pressing CTRL+C? And who is MAC computer to say the only

way to paste is by pressing Command+V? Yet, this is what happened to us during slavery and colonialism.

During colonialism, Europeans imposed their command on us, and shockingly we still hold it dear unable to realize the so-called education was part of slavery!. I am waiting for the day Africans would realize this. In 2017, in South Africa, they tried to wake up to this fact, but were shut down, because highly "educated" people in their universities and government positions, who are themselves a product of the system, does not just realize their own slavery.

We no longer realize that what knowledge should be, must be what we approve as knowledge. We no longer realize that English is not our language and that we ought not to be using it to acquire knowledge. We don't know; because as Carter G. Woodson put it in his book; the mis-education of the Negro *"When you control a man's thinking you do not have to worry about his actions. You do not have to tell him not to stand here or go yonder. He will find his 'proper place' and will stay in it. You do not need to send him to the back door. He will go without being told. In fact, if there is no back door, he will cut one for his special benefit. His education makes it necessary"*.

To make it clearer, here is another way, Woodson put it, *"If you can control a man's thinking you do not have to worry about his actions. When you determine what a man shall think you do not have to concern yourself about what he will do. If you make a man feel that he is inferior, you do not have to compel him to accept an inferior status, for he will seek it himself. If you make a man think that he is justly an outcast, you do not have to order him to the back door. He will go without being told; and if*

there is no back door, his very nature will demand one”.

This is the illusion I told you about before, and it is this illusion that white people projected to us many years ago using education, but which we have, unfortunately, accept as our reality. Here we are, and some of us reading this would still justify why we should be learning in English or why there is nothing wrong with western education. If you are one of such persons, the above quote is the reason you say so. You have already been programmed to say so. You are in a box, and making it worse is the fact you don't want to come out of the box because you don't want to hurt your ego by accepting education in Africa is indoctrination, so you naturally choose to remain in the box. Oh, what an everlasting lockdown!.

Our education determines what your action would be. And we don't even know it!. We don't know that someone literally holds our mind hostage through what we call education, but which is nothing but indoctrination fed us by the colonial masters. Indeed, we are no different than the dog trained to perform a specific job for the master. This is why we help sustain our own enslavement today; by saying "nothing is wrong with western education," or English is our lingual Franca" or "our native language cannot be used to understand science" or "English is an international language", and other frivolous excuses a master would normally expect of a slave.

As it stands today, our minds are running on the software installed on us by white people, especially the educated. How can you be sure someone holds our minds hostage intellectually? I will share something with you below.

Some time ago, I was talking to someone on Nairaland, which is an online forum. He wanted to know the name of a plant and below was our discussion.

He asked.


1

(0) ([Reply](#)) ([Go Down](#))

Can You Identify This Plant? by ~~Seun, Ialasticala~~ 8:51pm On Jan 15, 2016

Please What's the botanical name of this Plant?

Cc: Seun, Ialasticala



I replied.

Re: Can You Identify This Plant? by [musicwriter\(m\)](#): 9:21pm On Jan 15, 2016

~~Seun, Ialasticala~~

Please What's the botanical name of this Plant?


Cc: Seun, Ialasticala

2

I encourage you to try to know the name in your native language, any villager can help you on that. I think the leaf is used for orthodox treatment of malaria. You can as well study the plant's properties yourself in your language, once you have the name. That's what true education is about.

You don't need any white man's opinion to study the plants and leaves in your village, unless you're comparing your findings. Knowing the botanical name or what white man call it; is brainwashing fake education installed by Britain and France to control what Africans should know, what we shouldn't know, how to know it, how not to know it, e.t.c. Thereby, they control the world of African scholarship millions of miles across the ocean, removing African view point, culture, history, intellectual contribution, e.t.c. It's called intellectual slavery, and that's why Africa is where we're today.

He wrote back.

Re: Can You Identify This Plant? by : 7:41am On Jan 16, 2016

@ musicwriter The Plant is to be use for a final year research work. It's very important i get to know the botanical name of the Plant or other wise, the research will be improbable.

I replied.

Re: Can You Identify This Plant? by **musicwriter(m)**: 8:37am On Jan 16, 2016

@ musicwriter The Plant is to be use for a final year research work. It's very important i get to know the botanical name of the Plant or other wise, the research will be improbable.

You see, that's the problem!. An evil education scheme deliberately created by the British to control what Africans should know and how to know it. A fake education that excludes African point of view, culture, history, intellectual contribution, e.t.c. Again, You don't need any white man's opinion to study the plants and leaves in your village, unless you're comparing your findings. If Africans realize the depth of indoctrination and mind control embedded in western education, there will be cultural revolution across Africa.

It's not about you though, but about my own research about why African culture and languages are dying.

You may try googling "list of plants and their botanical names".

Good luck!.

(0) (Reply)

As you can see above, he justified the reason he ought to know the name in English and not in his native language. What he is saying here is that even if he knows the name in his native language, that knowledge does not equate to useful knowledge. That is exactly what education has programmed him to say!. In other words, we go to school in Africa to get de-Africanized. And the evidence is everywhere, just that we are too indoctrinated to even think about it.

Basically, our education separates us from our real selves and have us perpetually look up to white people for knowledge. It disables our African philosophy, worldview, and attacks our

intellectual capabilities. The permanent role it has assigned us is the role of beggars of knowledge!. What this means is that there will never be a time in human history where we will be better than white people. You cannot beat someone in his one game!.

The evidence is everywhere that we are schooled not to know ourselves. Again, below is a test for you. What do you call the following shapes in your native language?

Circle
Hexagon
Oval
Pentagon
Octagon
Nonagon
Decagon
Rectangle
Rhombus
Semicircle
Square
Star
Trapezoid
Triangle

You see? I am sure you are unable to name them because the name does not exist. The reason it does not exist is because once Britain imposed the English language on us as the language of learning, that decision switched-off our native languages for knowledge creation. It is not as if the words won't be invented today if we want, but we remain too dumb, so much that we continue to think our native languages are not good enough for knowledge acquisition. Just as the colonial masters trained us to think!.

At best you got STAR and CIRCLE right. And that is because we use STAR and CIRCLE in daily discussion in our native

languages. So, it is not because the words don't have names that you don't know them. Rather, it is because we don't use our native languages in knowledge creation. We have outsourced knowledge creation to foreigners!. We have outsourced knowledge creation to white people. Therefore, they control what we should know and what we should not know.

We are going nowhere until we come out of this system of indoctrination and begin using our native languages to acquire knowledge.

Education is self-created in Japan, Korea, Britain, France, USA, Italy, China, Germany, Vietnam, Russia, etc., that is why they continue to rule the world. Education in other place is based on their own languages, philosophy, culture, point of view, history, etc.

It is important you know we had our own system of learning, just like the Chinese and Japanese, but during slavery and colonialism, Europeans removed the original model of education in Africa and replaced it with how they wanted us to learn.

We already had schools in Africa when Europeans lived in an ice cave. In fact, the oldest university in the world is in Fez, Morocco. It is the University of Karueein and was built in 859 AD. It still holds the Guinness world records for that feat. See Guinness world records for the oldest university in the world. You can Google it or see link in the bibliography.

In 972 AD, the Al - Azhar university was built in Cairo Egypt.

In 1325 AD, the Sankore university was built in Timbuktu Mali.

All these schools were built long before the coming of the Europeans, and nobody knows how many of such universities were scattered all over Africa but were forgotten by history. In fact, the university in Fez, Morocco is not even the oldest in Africa. Over 2,000 years before Jesus Christ was born, there were temples in Kemet (today's Ethiopia, Sudan, Egypt) where the Egyptian mystery system was studied.

Don't let anybody indoctrinate you that Europeans brought us education. Europeans did not bring us ANYTHING good. The only thing they brought was destruction, and if you are wondering how they did it, they did it by extreme brutality; like cutting off the heads of Africans like me who refused to be enslaved.



European terrorists cut off heads of Africans who refused to be enslaved

There was nothing that we were desperately in need of that necessitated us needing white people. We did not need a language because we had and still have more languages in

Africa than any other continent in the world. Indeed, European slave traders acknowledged we were linguistically very sophisticated people. One slave trader noted *"The slaves transported by the British to work in the plantations of the American south and the islands of the West Indies were mainly from a region of West Africa rich in hundreds of different languages, and most were superb natural linguists, often speaking anywhere between three and six African languages fluently"*. This is according to their own record, and as you can see, it was normal for an African to speak six languages at that time.

Harold Smith was a British colonial officer in Nigeria. After he returned to Britain, he was having post-traumatic nightmares, because of the crimes he and other Europeans committed in Africa. When he was very old, he began to confess his crimes to the media. On one such occasion, he said *"our agenda was to completely exploit Africa. When we assessed Nigeria, this was what we found in the southern region: strength, intelligence, a determination to succeed, well established history, complex but focused life styles, great hope and aspirations. The East is good in business and technology, the West is good in administration and commerce, law and medicine"*.

Again, this is according to their own record. Britain did not give us a history, lifestyle, hope and aspiration, knowledge of business, technology, commerce, law, and medicine. We had all that long before our unfortunate contact with them. What they did was that they subverted what we had and superimpose theirs on it. That is how we got their language, religion, education, government, law. Name it. They were in Africa to steal, kill, and destroy. Who else steal, kill, and destroy? In

fact, Harold Smith said again, *"The British really let Nigeria down. When I see Nigerian's been accused of fraud and from what I saw on the streets of Lagos; the British were worst fraudsters"*.

There was nothing that we did not have that white people had to give us because they were no significant difference between development in Europe and Africa by the time Europeans arrived. The gap between them and us was created between the 15th century - 19th century. If you are waiting for Britain and France to tell you the truth, you can wait forever.

One Dutch explorer was more honest about our past when he compared Europe and Africa. When the Dutch first arrived Bini kingdom in Nigeria in the 15th century, they were so shocked about the rate of development they saw over here, so much that their expedition leader had to report back to Europe saying *"The town seem to be very great. When you enter into it you go into a great broad street, well paved, which seems to be seven or eight times broader than the Warmoes street in Amsterdam."*

The king's palace is a collection of buildings which occupy as much space as the town of Harlem, and which is enclosed with walls. There are numerous apartments for the Prince's ministers and fine galleries, most of which are as big as those on the exchange at Amsterdam. They are supported by wooden pillars encased with copper, where their victories are depicted, and which are carefully kept very clean.

The town is composed of thirty main streets, very straight and 120 feet wide, apart from an infinity of small intersecting streets. The houses are close to

one another, arranged in good order. These people are in no way inferior to the Dutch. They wash and scrub their houses so well that they are polished and shining like glass".

This scenario was not peculiar to the Bini Kingdom. The Ashanti king in the ancient Ghana kingdom was so rich that his official seat was made of REAL gold. Africa was extremely very prosperous before Europe made contact with us. That is the reason we never went to white people, and this clearly shows we were better off.

They came to us hungry and our ancestors gave them free land, free food, free labor, helping a supposedly stranded stranger. They were later to betray the hospitality shown them and took many to slavery. When slavery ended, they were not done, so they came back for colonialism. When colonialism ended, they came back for neo-colonialism. We are still on that today.

Again, Europeans did not bring us anything good. What they did was simply over-throw our indigenous institutions; this included our learning method, and they forced theirs on us. Before the fall of Africa, people like the Ife and Bini bronze makers were highly educated about sculpture and they acquired the knowledge in school!. The masterpieces they created in the 15th century remains the best piece of art anywhere in the world at that time. No illiterate create such masterpieces.

Not just education was replaced; even the names of our town and countries were renamed by Europeans. Nigeria, South Africa, Gambia, Ivory Coast, Kenya, Lagos, Port Elizabeth, Durban, Victoria falls, Port Harcourt, Johannesburg, etc., these were not the names of those places!. These are all names imposed on us by Europeans. Of course, it is the same way they made their languages official in our lands while our languages were relegated to the back seat.

Today, we have a situation where the prerequisite for formal knowledge acquisition in Anglophone countries in Africa is English, and the prerequisite for formal knowledge acquisition in Francophone African countries is French.

Therefore, no matter how intelligent a Yoruba boy, he cannot be educated, unless he speaks English. No matter how intelligent an Igbo girl, she cannot be educated, unless she speaks English, etc.

Get it?

It ought not to be so because this alone cuts off a large population of African people from knowledge acquisition.

Africans must understand the answer to the entire problem we have in Africa is EDUCATION. The right type of education is all we need to learn how to solve our problems, not what is obtainable today. Nothing would work in Africa until we get education right to reset our mindset back to our natural selves-the way we were before slavery and colonialism. Or, we would have to wait millions of years to evolve and literally begin to think like white people. But doing that would mean destroying ourselves forever.

The identity crises created as a result of our unfortunate contact with Europeans have not been resolved since colonialism. The question remains; do we want to be white people or African? This is an important question any right thinking person involved in managing education in Africa must answer immediately for us to proceed. We must decide whether we want to be African or European like the colonialists wanted us to be.

Countries; like, Malaysia, Indonesia, Vietnam, Brunei, even Japan, once upon a time in their national lives came to a point where they had to decide whether they wanted to forever adopt

the cultures of their colonizers or be just Asian. Fortunately, they made the right decision. They all discarded the system of education given them by their colonial masters and started acquiring knowledge in their native languages. But in Africa, we are still hooked on the white man's system of learning. We still believe hook, line, and sinker in the white man's education.

Our major problem in Africa is the system of education white people left us. It is that education that creates the mindset that have us consider white people as the reference for excellence. We cannot be better than white people, as long as we continue to acquire knowledge under a system of indoctrination they gave us. We cannot even act right.

Once we begin using our native languages for knowledge acquisition, the gap between the elite and every other person in society would close to a large extent. You can imagine; for instance, an Igbo man or Yoruba woman or Zulu man, etc., sitting in a courtroom where legal and court deliberation is served in our native language. Everybody would be carried along.

The elite, then would no longer be one who could speak better English or French. You would then have peasants, market women, agberos, everybody having an opinion on court cases and all sorts of subjects in government and politics, because they will actually understand what is going on in the country, not just the so-called educated people.

The benefits are many. A Yoruba man tutored in Yoruba culture and system of education would never steal money belonging to his people and run to Switzerland to keep it. An Igbo man tutored on an Igbo system of education and brought up with native ideals, values, would not steal money belonging to Igbo people and run to London to hide it. They would be educated enough about their tradition, themselves, their people,

so much that they would find corruption and stealing of public funds unattractive. They would be educated enough to understand there would be consequences for their action in the wider society; like rise in armed robbery, kidnapping, suicide, or maybe even being killed by the Gods. That is not the case today.

One shameful thing is that Europeans themselves know the education is indoctrination, they also know the identity crises we face, and it's impact on our socio-economic and socio-political well-being, but they cannot tell us. But they cannot tell us because they have already done their job, and they did an excellent job at that. It is now up to us to unlock ourselves from the matrix.

Recently, I was listening to two Americans (one African-American and one white man) discuss a topic. Below is what their conversation was like:-

After many other things said.....

African-American: You're not a white man because the color of your skin is not white.

White man: No, you're wrong. I'm a white man.

African-American: (Brought out a piece of white paper and placed it on top of the hand of the white man) and asked him; does your hand look like the color of this paper?.

White man: No, they're not the same. But, that means yourself is not black.

African-American: Yes, I am not black. I am brown.

White man: Are you not originally African? Africans are known as blacks.

African-American: What is Africa?

White man: You tell me please.....what they know is probably what we told them about Africa.

Do you understand what the white man just said?

They discussed a lot of other things, but once I heard what the white man said I realized what he thinks about education in Africa. It was like a gold mine for me. This is what I have been looking to learn for a long time. For many years, I have wanted to know whether white people think education is happening in Africa. At the end of the day, the white man was saying exactly what I have always suspected.

An educated white man thinks that education in Africa is a big joke.

An educated white person understands that real education cannot happen under the current model of education we inherited from them. They know that everything we learn in school is what they told us. They know the damage it could do, but we don't!.

You are a Nigerian because white people said you are a Nigerian.

You are a Kenyan because white people said you are a Kenyan.

You are a South African because white people said you are a South African.

You are an Ivorian because white people said you are an Ivorian.

Today is Monday because white people said today is Monday.

Tomorrow is Tuesday because white people said so.

This month is January because white people said this is January.

This year is 2018 because white people said this is 2018.

English is our official language because white people said so.

In Francophone African countries, French is their official language because white people said so. All the other facts are also true there.

Can't you just realize the fool education makes of the African people?

And, of course, Jesus Christ is "our official savior" because white people said Jesus is our savior.

Muhammad is also "our official messenger" of Allah because Arabs told us so.

As it stands today, nothing we learn is ours. Nothing that we believe is ours. Not even language is ours. Since our unfortunate contact with Europeans, NOTHING is ever of our creation, which is why we must be occupied by foreign influence since we can't possibly exist in a vacuum. It is either we re-invent everything on our own terms, or continue to be controlled from overseas forever or even risk re-enslavement.

The problem of elitism

If there is anything this education is good at doing, it is creating the problem of elitism in Africa. It creates a gulf in African societies between people. It tends to create the so-called civilized and other people who are seen as uncivilized.

Interestingly, that is exactly what the colonial masters wanted, and it was observed even in the early days when we still had European foot soldiers in Africa. In French colonies, the first set of educated Africans were called the "assimilée" which interprets as someone who supposedly has evolved from "savagery" to light and could be assimilated into the French culture. In other words, they have evolved from barbarism to civility. In Portuguese colonies, they were called "assimilado". The Portuguese went as far as differentiating between a native and an assimilado. That is civilized and uncivilized. In the Belgian Congo, they called them "évolués" which also means those who have evolved from savagery to civilization.

From the label they were given, it is clear the colonial masters from the beginning, had no respect for an educated African, because they knew they have all been indoctrinated and not educated. Educated people in Africa must realize white people have no respect for you and your education because they know they gave it to you and that all you have learned is a compilation of what they want you to know.

This problem of elitism arose because when Europeans sensed their days were numbered in Africa and elsewhere in their colonies, they began recruiting natives to help them run the colonial administration. In the process, they created the first set of Euro-Afro hybrid blacks educated enough to work with them administer the colonial government.

The colonial masters were not really interested in giving education to their colonies. Education was an after-thought, and when they did, their priority was training people who could speak the language of the master, people who could help them run the colonial administration, people who they could control. It was not about giving technical skills or learning how to build our own airplane. These first set of educated (indoctrinated) Africans were like the second in command to the master and a

bridge between the Europeans and the natives. They were rewarded with some privileges within the new economic and social structure created by Europeans. Therefore, they erroneously began seeing themselves as free, while considering fellow Africans as uncivilized. They were their stooges and spokesperson, and sadly, most educated Africans today still is.

Interestingly, the same thing happened in the Americas. In the 16th century, in the US and elsewhere in European plantations in the West Indies, there arose slaves who lived with the master, who cooked the master's food, washed the master's clothes, kept the master's house clean. They worked only at home and not in the plantation, so they were called the house-negro. They also considered themselves as free, while regarding their brothers and sisters in the plantation as uncivilized. So, again, it was the same in the America's.

Their counterparts in Africa were mostly used as middlemen with roles as translators and other clerical jobs. These Africans later managed to figure out a way to steal from the Europeans. They knew that colonial rule was illegitimate and they seized every opportunity to steal from the Europeans whenever they can. Unfortunately, when colonialism ended, they continued the act. This is how corruption spilled over from colonialism to post-colonial Africa. I often wonder whether it should be considered a crime for them stealing from the Europeans since the Europeans themselves were thieves stealing in a foreign land.

As you can see, nothing is ever of our own origin, including how our first elites came to being, and therefore, how our elites of today come to being, because it is still running on the framework installed by Europeans. Everything is always through the framework created by Europeans long time ago on what our values and ideals should be.

Even the very criteria on what constitutes or who becomes an elite in our society was imposed by Europeans, removing anything Africans once held dear on who our elites should be. Of course, the philosophy mismatch between European ideals and African ideals inherent in such fiat imposition always ended up putting us in trouble and we are suffering the consequences till this today. This is why I have a problem with our elites and so-called educated people in Africa. Since education is not ours and you have risen to a position of influence via same education; what makes you think you have “evolved” and better than another African?

If you believe the white man’s education has civilized you; aren’t you ashamed you consider yourself more indoctrinated than another African? I mean, you did not get civilized via a framework put up by Africans. After many years of Europeans undermining African philosophy, ideals, values, the very meaning of what it means to be civilized was also imposed by the Europeans!.

And to those who pride themselves on speaking better English or French than fellow African; don’t you think to speak the language of the master better than your brother makes you more indoctrinated? Aren’t you a slave who thinks he’s better than another slave?

Unfortunately, after the end of colonialism, the theft from the Europeans spilled over to the wider African society. It created a new problem where the elites continued to steal from their own people, forgetting the Europeans has left. They forgot that any theft after colonialism was a theft from the African people. This is where our problem of corruption began!.

Today, these elites who think they are better than the rest of us become the new colonialists. They assume government offices and the next thing they do is begin stealing money meant for the impoverished people. They steal, and they run to their

masters in Europe or America or other locations to hide it. This they do because they have been educated to steal and go give to the master.

I always tell people, Europeans are at the root of all problems we have in Africa. Don't get me wrong. I am not saying it is their responsibility to solve our problems. Solutions to our problems rest solely on our shoulders. No one else can solve our problems, but ourselves. This is why the first thing we need is to disconnect from western ideals, values, and return to our natural African philosophy.

We had a way of climbing up the social ladder before Europeans arrived. In my town, a hunter who killed a tiger was called "ogbu agu" which literally interprets as the killer of a tiger. From killing a tiger which is certainly a feat, he would gain the respect of all and would sit and speak with elders on how he achieved such a feat. From there he could be inducted into the "ndi ọnụ n' eru nokwu" which literally interprets as those who can speak for the people. Everybody could understand why such a person has to be respected.

A farmer who had a bigger barn or harvested more yam at the end of a farming season had his prestige rise in society and would earn the respect of the community. Society could see why such a person has to be respected.

A strong man who has wrestled another man down on the wrestling day was immediately respected. His social status rises, and he was called "di mgbà" which literally interprets as wrestler husband. But it actually means undefeatable wrestler. Such a man could easily get a beautiful girl as a wife with his new found fame. Again, society has seen why he deserves a beautiful wife.

You see, the way we aggregated people in society before the Europeans arrived was different. It was based on our default

values, ideals, philosophy. But once Europeans got here, what mattered to us did not matter to them, so they displaced our default values and superimposed theirs on it. This is why we have the identity crises in Africa that cause most of the problems facing us since independence.

Nobody talks about the identity crises. But it persists because we spend time in school from child learning how to think like white people. After many years in school, we claim to be the civilized ones, and therefore, the ones that have the solution to Africa's problems. I am here to tell you that cannot be true because our system of education is part of our problem. Your education by default has made you the new colonialist, and you are simply imposing yourself as having the solution, which is why most of the time the imposed solution doesn't work because it is almost always a mismatch. You cannot solve a problem you are part of.

Including this book written in English is part of the problem. You have to understand that if we did not have any contact with Europeans, this book would not have been written. So, what I am dealing with here is a problem created for us over 150 years ago. Every problem we are dealing with in Africa is all remotely traceable to our unfortunate contact with Europeans.

If people find this book interesting, I do not wish to be exalted into any fake elite cult, because I know it is an illusion imposed on us by Europeans. On the one hand, I am dealing with an African situation and on the other hand, I am doing it in a foreign language that was imposed on me through so-called education. Clearly, it creates identity crises. Am I a white man talking about African situation or am I an African talking about African situation? If, indeed, I am an African, this book ought to have been written in my native Igbo language from where I could translate to other languages. Who am I then? I am a Euro-Afro hybrid black man.

This is why I always tell people to stop addressing me as a "sir". Sir is a British title; it is not an African concept. It is up to the British to know who they call sir. These were people that went across the world, enslaving and colonizing black people, and upon return to England their social status soared, and they were called "sir" to indicate they have stolen enough from black people. You steal more, and you get a "Lord", then a "Duke" a "Baron" a "Knight" and so on. These were the titles given to thieves, slave traders, and colonialists. What has that got to do with an African? Please don't impose a British title on me!

To create the solution to all our problems in Africa, we must reject any ideals, values, brought to us by the Europeans. This includes getting rid of the education they brought us and re-inventing education according to what we want. Only then shall we decide what title is due for an educated African who has passed through an African system of valuation.

Africans must realize it is the western education that causes our adoption of western values over ours. It is what creates the social decay we face and the identity crises that have us sub-consciously place our allegiance on the one hand on African ideals, and on the other hand on Europeans ideals. Franz Fanon, who was a psychiatrist, observed this in the 1950's and he wrote a book; black skin, white masks, i.e. you see an educated black man thinking he is black, but he is actually mentally white.

He also observed the problem of elitism as a direct result of the above. He predicted the system of education in all the colonized nations would eventually create elites who would become a burden on their people. So, he wrote another book; the wretched of the earth, i.e. the colonized nations would remain poor as the elites (black people who act like colonialists) would replace the colonialists and would continue

to plunder their people. He then suggested as a solution that societies in all colonized nations must be overhauled, reset to default, and reconstructed from the bottom up, removing any values installed by European colonialists. He was right!.

Another great black scholar, Walter Rodney, in his book; how Europe underdeveloped Africa, aside from foreign domination, towards the end of the book, he identified the wrong system of education as the root cause of our problem, but he stopped short of giving a solution. From my studies, both Franz Fanon and Walter Rodney had long circled around the root cause of our problem in Africa, but could not figure out that the education we inherited from Europeans lies at the root of our problems. I have cracked the solution, though it may be a bitter pill for us to swallow. The purpose of this book is to get Africans grasp this truth.

If we must develop, we must do what Malaysians, Indonesians, Koreans, Chinese, Vietnamese, had done. We must resolve the identity crises created by Europeans, and to do this we must choose to be pure African, and to do this, we must begin using our native languages as the language of knowledge acquisition in school. This is the only way to permanently disconnect ourselves from any form of western control, mental and or intellectual slavery.

The question I get asked often

I have been talking about this for a very long time; online and offline, everywhere I go. The question I often get after discussing this part with people is; why are you writing this in English? Why not use our native language, if you believe it is so good?

Answer: this question was answered in the preface. Please see preface, if you did not read that before.

CHAPTER 2

(Effect)

**Intellectual slavery, the worst legacy of colonialism
Western education has fooled me**

Information the west don't want you to know

Sorry, I forgot to tell you in the first chapter that this book as a whole is for independent thinking Africans who are capable of breaking out of the intellectual threshold and the conditioning we have been placed in the name of education. This book is for Africans who can think for themselves, those devoid of crowd mentality. This part contains revelations into why we African people are gradually losing our languages, our culture, and who we are as people. It also deals with how western education controls what we should and should not know, and in the process undermining us, thereby, laying the foundation for further incapacitation and learned helplessness.

But before I begin, let me tell you a little about crowd mentality or what Fela Anikulapo Kuti called "Follow Follow" mentality.



Fela Anikulapo Kuti

What is follow-follow?

Ancient Greek philosopher Socrates taught his students that the pursuit of truth can only begin once they start to question and analyze every belief that they ever held dear. If a certain belief passes the tests of evidence, deduction, and logic, it should be kept. If it does not, the belief should not only be discarded, but the thinker must also then question why he was led to believe the erroneous information in the first place.

Not surprisingly, this type of teaching did not sit well with the ruling elite of Greece. Many political leaders throughout history have always not liked the independent thinking masses.

No wonder Socrates was imprisoned for subversion and for "corrupting the youth". He was then forced to take his own life by drinking poison. It is never easy being an independent thinker!.

Today, the powers that be may simply label such people as extremist, terrorist, or paranoid.

This book is no opinion piece. Rather, it is information opening up buried facts that when carefully read will show you the evil grip on Africa by western education and its attendant intellectual slavery of Africans.

Of course, there are some of us Africans who have fallen under the hypnotic spell of western powers whom they worship as God. Because this group of Africans is unable to think for themselves, no amount of truth can sway them from their preconceived position. They may even deny something they see with their own eyes.

This group of people are victims of a psychological affliction known as the lemming effect- a product of western intellectual slavery.

Lemmings are small stupid animals that dart around in forests. This animal is known to be extremely stupid, so much that they follow each other to their deaths and into dangers like fire or traps. Lemming hood is an innate psychological phenomenon, present in common people, as well as the most sophisticated and educated elites. It is what Fela Anikulapo Kuti called "follow follow" mentality.

Lemming hood effect is psychological. As such, no social class is immune to its evil effect. A university professor could be a lemming, just as much as a fashion-obsessed teenager. One blindly follows the latest trendy hypothesis while the other blindly follows the latest trendy clothing style.

The power to fit in with one's social class can be irresistible. To a human lemming, the logic behind an opinion does not count as much as the power and popularity behind an opinion. Humans, like lemmings, behave the same way.

It is this lemming effect that makes the entire continent of Africa lose our sense of judgment, all at the same time and no longer able to question the institutions we inherited during colonialism- institutions like our system of government, system of religion, legal system and system of education. For lemmings, denial is a basic psychological defense mechanism used to not only shield themselves from unpleasant realities but also to reassure themselves that they still fit within the acceptable range of opinion held by their peer group.

I will continue to try to open the closed minds of my fellow Africans to free us from our self-imposed blindness, but it is not easy. Who am I to change a 250 year old practice that has been there before I was born? Who am I to change the mind of 1.3 Billion people? The chains of ideological conformity have too strong a grip on my fellow Africans, and breaking them is a difficult task. With the limited resources at my disposal, it is next to impossible to compete with western lemming-masters (the same old slave masters). Nevertheless, I will continue to speak in my little ways, at least lay the foundation upon which the truth might one day rise in future. Indeed, I am writing this book for Africans of the future, because our present generation has been completely defeated. Hopefully, in future, there would come Africans who are smarter than this generation, and when they come, they will read this book and take action to restore the dignity of black people.

If you are among the "follow follow" group described above, you may not like what you are about to read, because it questions even your education. But if you are an independent thinking fellow, I invite you to come in with an open mind and

join me, let us explore the subject "intellectual slavery" something that holds a deadly grip on Africa. It is very deadly because intellectual slavery is the only way western powers ensure neo-colonialism never die.

There are those among us; like myself, Kwame Nkrumah, Fela Anikulapo Kuti, and maybe yourself and a few others who do have the courage and intellectual capacity to break free of the shackles of lemming hood (western intellectual slavery) and accept the truth when it is presented.

Many years ago, people like Fela Anikulapo Kuti noticed the lemming hood syndrome in African leadership and society and continuously did warn Africans against the habit of "follow follow" or lemming hood. Do you think our people were not warned about the coming of Europeans and slavery? Of course, before slavery happened, there must have been few Africans who saw it coming and they must have warned the people of their day that Europeans were coming, but no one listened. Before colonialism happened, there must have been Africans who warned people that Europeans would return, but no one listened. Did Nkrumah not warn us about neo-colonialism before he died? Nkrumah even wrote a book; neo-colonialism, the last stage of imperialism, to warn Africans that Europeans will return with a new form of colonialism. We were always warned!.

Today, I am one such people warning us. Will we listen? As always, Africans refuse to heed the warnings of those who saw our calamity coming, and today the consequence of our actions are producing bad fruits in all aspects of society. One such bad fruit is my inability to find a keyboard in our native languages.



My search for native keyboard

I have a project I want to execute; the project requires writing in native African languages like; Hausa, Igbo, Yoruba, Kikuyu, Shona, Efik, Fulani, Bini, Zulu, Bantu, etc. I cannot do the project without writing in native African languages. But the problem is the native keyboards are nowhere to be found. For 2 years the project has been suspended because I could not find the required native keyboards. As I speak, I am still looking for an Igbo keyboard, Yoruba keyboard, Hausa keyboard, etc., to no avail. I have been to different shops and markets, but came back empty-handed. And nobody knows where I could buy them.

Surprisingly, I discovered I could easily buy Arabic keyboard, French keyboard, Spanish keyboard, Chinese keyboard, German keyboard, even Russian keyboard. I felt sad upon this realization, and like a scientist, I began asking questions. Then, I came up with some hypothesis, and I decided to research it because I wanted to know “Why.”

Why is it easier to buy an Arabic keyboard in Africa?

Why is it easier to buy a French keyboard in Africa?

Why is it easier to buy an English keyboard in Africa?

Most important, why are we Africans not worried; even when a Chinese man coming to Africa for the first time bothers about finding Chinese keyboard here?

Why does a Korean man coming to Africa for the first time worry about the above questions; when Africans themselves do not bother about finding our own keyboard?

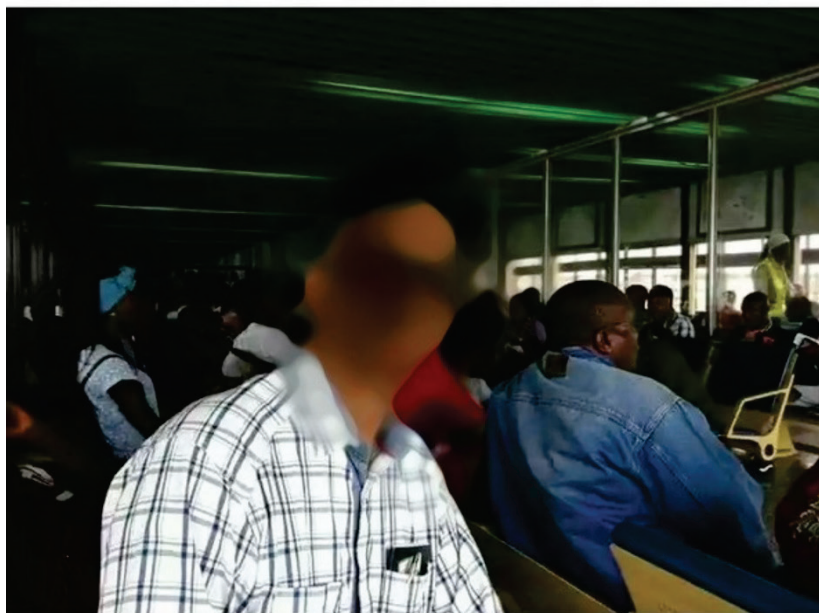
I will let you know the answer if you keep reading.

Most Chinese, Koreans, and Japanese people visiting Africa for the first time are of the impression they would not be able to find keyboards or computers in other languages. They assume because we Africans are a unique people, we should have our own writing symbols, different than English, French, Chinese, Korean, and Japanese. They get shocked when they get here for the first time only to discover we have nothing unique, technologically, intellectually. They discover we have imported everything; including language!. At that point, they begin seeing us as simpletons and people without intellectual capability, because they can see for themselves the impact of colonialism on us and probably why we were enslaved and colonized for too long. They then wish they were the ones that colonized us, and that we all were speaking Chinese or Korean to avoid language barriers since the British and French enjoy such privilege. Therefore, they look down on us and start belittling us.

Below is a conversation between an Indian living in Africa and his brothers. This conversation ensued when the expatriate told his brothers that he wanted to come to India for holidays.



Waiting for flight back to India from Lagos International Airport, Nigeria



33 likes 3 comments

Comment

Share



33 people like this.

2



Kamal Parikh
Bring some special

Reply



Kamal Parikh in this country nothing worth bringing back. They import everything. It is major oil producing country, but they import diesel and petrol. How are you?

1 hour ago • Like • Reply



Goplani Vishnu 4
They import intelligence also

1 hour ago • Like • 1 • Reply

For your information, that up there is generally the reason foreign expats in Africa does not respect Africans. They see us as people who do not have intellectual capabilities of our own. So, in case you are one of those working in offices and complaining about how Indians, Koreans, Chinese, etc., disrespect you, the above is the real reason, though they will not say it. They may still respect you though, but before they start respecting you, you must have personally proved to them over the months/years that you are indeed an intelligent person. Once they know this, they will begin respecting you unreservedly.

My finding reveals that the reason I could not find keyboards in native African languages is because Africa is in a new covert form of slavery called intellectual slavery.

Intellectual slavery is different than the slavery suffered by our ancestors centuries ago, but it is more dangerous. It is more dangerous because it turns us Africans into self-replicating robots creating more slaves by ourselves. The slavery suffered by our ancestors in the past was mostly physical than mental. But that was not the end. It was primarily physical because if you were caught you would be the only person to suffer. But in intellectual slavery, if you are caught, you will catch many other slaves for white people.

Africans must realize that slavery never ends. It will never end, it can only evolve!. It was slavery that evolved into colonialism and later to neo-colonialism. And it has already evolved into intellectual slavery and would evolve into something even more dangerous that we cannot begin to understand today. As I explained in the following chapter, there exist modern forms of slavery; such as technological slavery, economic slavery. But intellectual slavery is the worst form of slavery because it is the type of slavery that makes you a co-conspirator against

yourself in order to sustain it. Bottom line: it makes you a slave who doesn't know he is a slave.

What is intellectual slavery?

Intellectual slavery is the state of being bound to academic servitude by someone external controlling the knowledge base of such academic pursuit. Eventually, it would have you give up your brain to be controlled by external forces who would manufacture your knowledge and in the process would have you end up processing your thoughts using their language. Basically, every educated person in former European colonies in the tropics is a victim, even me. The moment you get "educated" enough in Africa, so much that you begin processing your thoughts in English or French language, instead of your native language; you have become an intellectual slave.

What language do you use in processing your thoughts? English or your native language? You see, we are running on the software or operating system (OS) installed on us by Europeans via education. This does not really require explaining anymore as I already explained in the previous chapter how education evolved in societies throughout the world and that each society kept their own knowledge base. But when you leave the knowledge base kept by your own culture and begin studying what other cultures has learned; that is intellectual slavery.

If you still don't understand how we are bound into academic servitude, let me make it simple by putting it in context.

If you studied Chemistry in school, it is the white man's point of view about Chemistry.

If you studied Biology, it is white man's thoughts about Biology.

If you studied literature, it is either white man's "English literature" or "French literature" depending on which European country hypnotized you.

If you studied Economics, it is white man's knowledge of Economics.

If you studied Physics, it is the white man's model of Physics, etc. We don't add any new knowledge to it. No matter what you studied in school as an African, it is always the white man's point of view about that branch of knowledge. Clearly, the education removes us from knowledge creation and makes us zombies to knowledge. Western education removes us from education, and it is so insidious that if we don't act fast, we will no longer be able to know the next natural thing we need to do to re-wire ourselves back to what education and knowledge ought to have been, had our unfortunate encounter with the Europeans not happen.

Just as I was writing this, news came in that archaeologists have found an ancient jaw bone somewhere in Israel, and the bone is said to date far ahead of 60, 000 years, which is the time homo sapiens were thought to have left Africa. Soon, a publication would be made in a western journal or university, they would peer review it, and if they say the bone dates to 100, 000 BC, we will accept their conclusion and modify our initial position. If they say the bone dates to 10, 000 BC, we will accept their conclusion and modify our initial position. If they say it dates to 5, 000 BC, we will accept and modify our initial position. No matter what they say, we will accept it as the right conclusion. Even if they turn around in the future and say they were wrong, we will still accept their conclusion.

Now, if that same bone were found by African scholars here in Africa, it would never upturn western theories about that piece of knowledge. In fact, it could be ridiculed in the academic

world, even here in Africa, if African scholars come up with such ancient bone disproving what is known about Homo sapiens. It is that way because the framework of what we call education in Africa requires us to get a certification from western academia to authenticate our own facts. Our facts are not facts until they say so. Yet, they don't need us to authenticate their own facts. Get it?

In case you still don't understand it, a white man who is an educationist summarized it for you saying *"Everything around you. Your career, weather engineering, social sciences, arts, medicine, your car, house, clothes, phone, even your lingua Franca. Everything, I mean everything is a product of white man's ingenuity."*

Your most intelligent black professor is a product of white man's education. All the theories and formulas he would encounter as a student were all developed by a white man. So please, what can you do without us?"

There you have it from the horse's mouth!.

An educated white man knows your education is a trashy photocopy from him, but he will not say it to you. He would rather you keep thinking it is the right education you should have.

Intellectual slavery is targeted at academia in Africa and other third world countries. Its goal is to totally control what is knowable via satellite entities. It did not begin today; it is just that it is such a silent killer. It is so silent that nobody sees it. Intellectual slavery was encoded in the colonial model of education right from the days of colonialism to limit what we Africans could know, and how to know it.

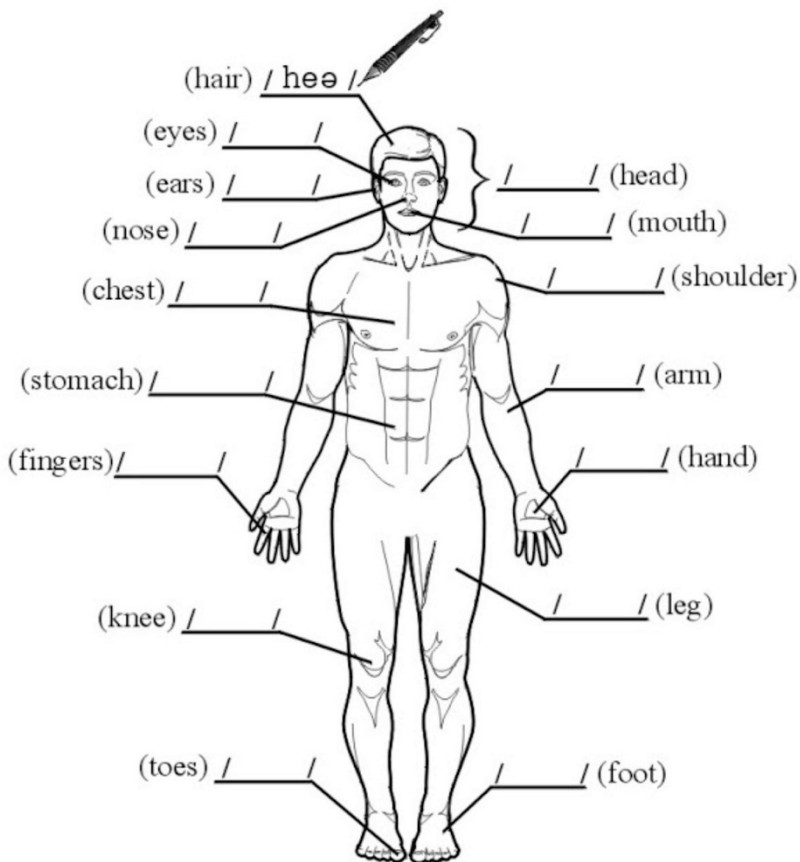
You need understand western education was created to indoctrinate the minds of Africans to think in a particular way only beneficial to the same old colonial masters. Therefore, one of it's resultant effect is to stop us from questioning the system of education itself. It stops African scholars and students from questioning established western theories. It belittles our minds and prevents us from challenging western scholarly views, ideals, values, etc. As long as we have this type of education, there will never be a time in human history when we will be able to develop the capacity to be better than white people. We will always bow at the feet of the "master" for knowledge.

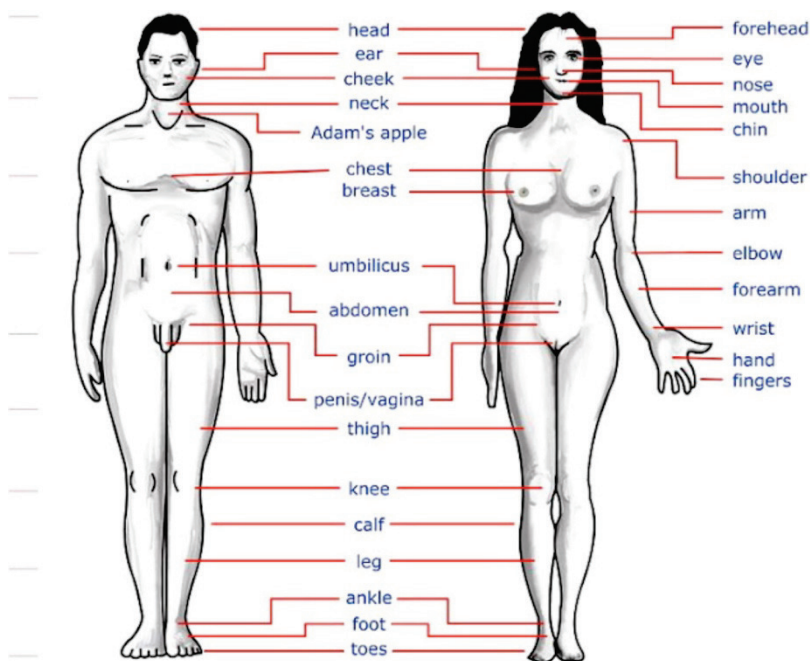
More than a slave not owning his/her body, intellectual slavery has a deadly grip on the mind of Africans and other third world countries. It is targeted at students, pupils, elites, scholars, educationists, intellectuals. The machinery works on autopilot, and it works in a way that it automatically creates elites in third world countries who adopt western views and in future would act as a conduit for the exploitation of their various countries. This makes it very dangerous as it has the potential of doing more damage to people in the long run.

Western powers through intellectual slavery installed the wheel driving neo-colonialism before leaving our lands. And to keep this wheel turning, it is being oiled by African teachers, scholars, elites, and educationists. That is, it literally has us expanding neo-colonialism forever, all by ourselves.

Just in case you still don't get how it makes you adopt western views, let me give you an example in simple terms.

Names of parts of the body in English

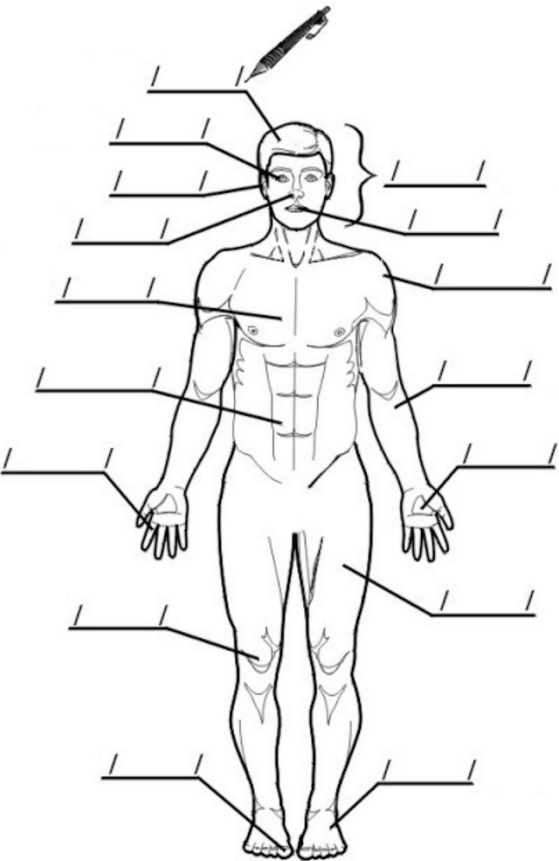


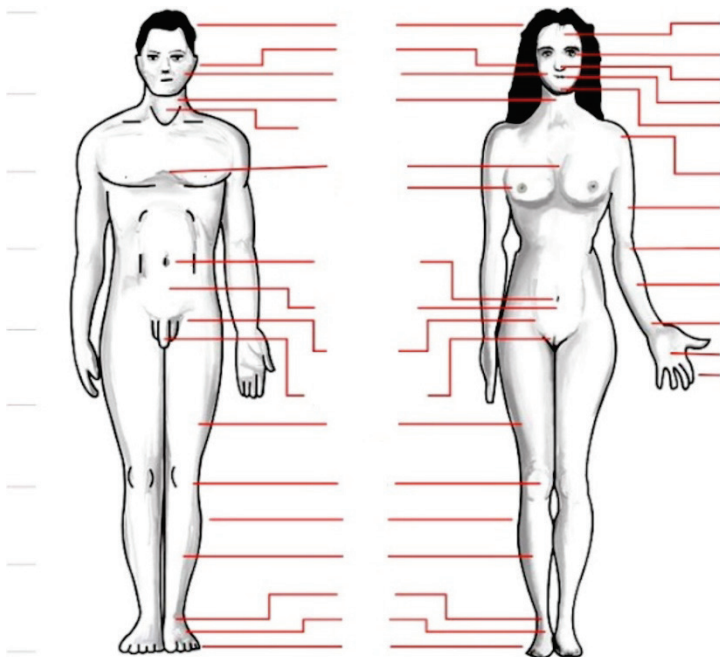


As you can see above, you can comfortably name parts of the body in English language, and those of us from Francophone countries would comfortably do same with ease in French.

But, wait a minute!. Can you name the parts of the body in your native language?

Name the parts of the body in your native language





When you try naming the parts of the body in your native language, you will discover you suddenly find it hard to write, even to name them. Instead, you begin looking and comparing the English names to be able to draw the meaning in your native language, as if there is any relationship between English and our indigenous African languages. Looking at the English names to draw meaning in your native language is like hosting your mind on a foreign server where you have to retrieve information whenever you need it. You see, all the so-called knowledge we acquired in school is not really ours, but borrowed knowledge. If you understand your inability to name and label the parts of the body in your native language, you will understand why we cannot build our own airplane, ships, fast train, submarine, cars, etc., because building our own airplane, ships, fast train, submarine, cars, begins by having an African child name such simple things in the classroom. Let me not get ahead of myself, but my research shows 99% of "educated" Africans cannot name, and write parts of the body

in their own native languages. My people, that is intellectual slavery at work. Western education has stripped you of your innate power to know your own self.

Another example I can give you is this; what do you call the following words in your native language?

Click

Download

Upload

Database

Website

Homepage

Mouse

Browser

I can bet these words have no native words in your language, and that is because we do not use our native languages for learning in school. Therefore, we do not create knowledge in Africa. Instead, we just copy what white people say, and we call it whatever white people call it. It happens in Anglophone and Francophone African countries as well. Knowledge creation has been outsourced to white people. Therefore, they control what we should know and what we should not know. If this is not intellectual slavery, I don't know what is.

Yet, another example I can give you is the scenarios below:-

(i). You want to write a letter to your mother or father who lives in the village, but instead of writing him/her in your native language you still write in English. Why write a letter to your mother or father in English? Answer: intellectual slavery.

(ii). Why writing a letter to your mother in English? Doesn't your mother speak your own language? If yes, why? Answer: intellectual slavery.

(iii). Is there anybody in your village that doesn't speak your native language? If no, why speaking English and jotting down notes in English during your village meeting? Answer: intellectual slavery.

The above tests and scenarios are clear samples to prove the manifestation of intellectual slavery, but I am not done yet. I will give more examples later, on how intellectual slavery affects even the so-called highly educated people in Africa, like; Wole Soyinka. And it bothers me so much that this is happening all over Africa, in both Francophone and Anglophone African countries.

Nobody is immune to it; including me. The fact that I am writing this book in English should tell anybody the depth of our problem. Please excuse me; if you are wondering why I am using English to write this instead of my native language. I explained that already in the preface. In case you need further explanation, you need to understand this book would not have been written if this situation did not exist. While talking about the problem, I still must use the available language to talk about it. I am grown up now, and I have realized we live in a fake world created for us by Europeans. We are living an illusion; like in the movie the matrix. I was born in this illusion. I did not make English our language of learning, but now that I am grown up I realized it is a problem when it puts our native language in the back seat. The fact that everybody accepts English as our first language does not mean I must accept it also.

It is not like that in Japan.

It is not like that in Russia.

It is not like that in China.

It is not like that in Korea.

It is not like that in Vietnam.

In these countries, every educated person can name parts of the body in their various native languages. They can also tell you the meaning of download, upload, website, homepage, database, Hexagon, Oval, Pentagon, Octagon, Nonagon, Decagon, Rectangle, Rhombus, Semi-Circle, Square, Trapezoid, and Triangle; in their various native languages. I will tell you why it is not like that in those countries if you keep reading.

I went to the electronics market the other day at computer village, Ikeja, Lagos, and I asked a shopkeeper about the native keyboard. With so much unwillingness, he replied ‘I don’t have it. I asked him why he doesn’t have it and he said *“Nobody buys it. That’s why we don’t sell it”*. He then went on to ask me *“what are you doing with it anywhere”*?

I wish you were there to see the expression of disdain on his face. I could see he felt I was wasting his time asking for a ‘worthless’ native keyboard. I was so annoyed by that question, and I just looked at him, shook my head and walked away.

But this continues to worry me, and I keep asking more questions.

Why are we not aware we are in a new form of slavery?

Why are we not aware we are gradually being re-colonized?

At least our ancestors knew they were in slavery and they rebelled against slavery. Our fathers in the 50's and 60's also knew they were being colonized and they fought for their freedom.

So, why are we not putting up a fight against intellectual slavery? Is it because it seems harmless? Well, it is just as harmless as the disease cancer in it's early stage. It takes many years to mature to deadly sickness.

What is it about intellectual slavery that makes it apparently innocuous? What makes it appear harmless?

Intellectual slavery seems harmless because it happens by what I call inherited indoctrination or acquired indoctrination. Acquired indoctrination is when you inherit a belief about something you weren't there when it began, like something your parents made you to believe when you was a little boy or girl, and because of that you no longer question it's veracity. Inherited indoctrination, just like intellectual slavery, seems innocuous because we begin acquiring it from childhood in school. Education in Africa is inherited indoctrination!. It begins right from the first day a little boy Kunle starts learning "A" is for Apple, instead of "A" is for Akwa (Akwa is Igbo for egg). It begins right from the day little Kunle begins learning "B" is for Bell, instead of "B" is for Boli (Boli is roasted plantain).



Kunle goes to school

Two years later, little boy Kunle comes back from school and runs into the waiting arms of the happy mother and father, and the father asks little Kunle; what did you study in school today?. And little Kunle replies; “Pussycat, pussycat, where have you been? I’ve been to London to look at the queen”.

You have been to London?

To look at the queen?

Really?

This is not education!. Because English is not the standard for learning!.

Why couldn’t little Kunle go to Ife?

Why couldn’t little Kunle go to look at the Ooni?

Unfortunately, nobody asks these questions. Nobody asks questions because the western education we acquire makes us a classic case of "the more you look, the less you see". Instead, the happy mother and father, a product of same brainwashing education, claps their hands for little Kunle, beaming with joy because they assume little Kunle is acquiring knowledge, when in reality little Kunle has just begun the preliminary task of learning how to un-learn what makes him an African. Little Kunle has started downloading onto himself the operating system (OS) imposed on us by Europeans. He would eventually begin using the language of the queen to process his thoughts, lose his identity or at best become another Euro-Afro hybrid African.

Three years later, little Kunle, if he is smart would have established knowledge on how to recite the English alphabet, but without learning how to recite the Yoruba alphabet. He does not even have any idea it is possible to recite in other African languages; like Igbo, Hausa, Efik, Bini, Ibibio, Kikuyu, Igala, Zulu, Bantu, etc. He thinks the only way it could be done is in English. In fact, these African languages are hidden from him by his teachers. Our scholars, elites, intellectuals, educationists, turn a blind eye because they too are a product of same brainwashing education. They have no idea the same education little Kunle is receiving is also subliminally telling him that English language, views, ideals, value system, are superior to that of our native Africa. In summary, little Kunle is on step one of our "learned helplessness", and just like me, he would soon graduate to step two where he would never be able to write a book in his native language or value it as the language of discussion in offices and the wider society.

What African educationists fail to understand is that by bombarding the minds of our little children with those sorts of words and images, they are also subliminally teaching them western values, as well as imposing feelings of inferiority

complex on them. Example; that London and the queen are more valuable than Ife and the Ooni of Ife.

Therefore, right from kindergarten and primary school, we start learning how to un-learn our African value system in exchange for western values. This happens no matter what subject you study in school.

We go to school in Africa to literally give up what makes us African and then assume an inferior foreign identity. In the process, we abandon our native African language and ideals in pursuit of what, and who we are not. Therefore, the same education we pursue then becomes the same education that is eroding our native languages, ideals, philosophy, and values. The same education we pursue then becomes the same education that is silently destroying our cultures, ideals, what we represent, and who we are as people. This is the reason I could not find our native keyboard in the market. I could not find it because we have destroyed our languages via western education. We have done precisely what Britain wanted. Therefore, a keyboard in our native language is completely useless. Why? Because you cannot eat your cake and have it!.

It is not like that in China!.

It is not like that in Korea!.

It is not like that in Vietnam!

It is not like that in Japan!.

It is not like that in Russia!.

It is not like that in Iran!

Even Indonesians and Malaysians that used to be as dumb as us have grown up.

It is no longer like that in Indonesia!.

It is no longer like that in Malaysia!.

It is no longer that way in most colonized countries in Asia, except in African countries!. Asians have proved they are people capable of thought by reconstructing themselves back to their various native languages immediately after their independence, whereas in Africa we are still competing among ourselves who would speak the finest "biggest" English to indicate he/she is the best product of education. Something white people themselves find funny. A British expatriate after leaving Nigeria remarked "*Nigerians think that in order for them to express themselves in the English language, they have to use flowery and superfluous words even when they know that a simple one would do*". The trend is even worse in Francophone African countries. The more French you sound when you speak, the higher your social status could rise.

An African has been so mis-educated that he or she may not find what this book is addressing important, instead what would be more important to them is how I use my tenses and grammar. When they are not doing that, they will be busy looking for typo errors or misspells. As far as they are concerned, education is about fluency in English and putting your punctuation marks in the right position. What a slave!. If you are one of such slaves; my question to you is; how well are we doing than Japan that doesn't speak English? How has English language helped Africa to do better than China? How well are we doing than Russia? Korea? Israel? Germany? Italy? Name them!.

Let me warn us Africans that education does not mean speaking English fluently. Let me warn us that education does not mean speaking French fluently. Because, if education

means speaking English and French fluently, that would mean that Japanese people are not educated, that would mean Russians are not educated, that would mean Koreans are not educated, that would mean the Chinese are not educated, that would mean Germans are not educated. Are the Russians not educated? Are Japanese people not educated? Are Chinese people not educated?

Again, speaking English fluently does not equate to education. Speaking English fluently merely means that you are literate in English. It does not mean that you are an educated person. In Britain, there are many British people on the streets of London that speak English fluently, but they are not educated.

In France, there are many French people on the streets of Paris that are not educated, but they speak French fluently.

Let me warn us Africans that education does not mean acquiring or holding bogus certificates.

Education means the schooling, the programming of the mind, according to the philosophy and value system of a given society. Lord Nkrumah put it succinctly when he said *“education should lead an individual into the highest, fullest, and most fruitful relationship with the culture, philosophy, and ideals of the society in which he finds himself”*. How and what to learn, or what not to learn, should depend on the value system of a given society, not upon a standard set in Europe or America. Otherwise, our scholars and educationists would keep doing this “copy and paste” and would continue churning out students with high level of Post Traumatic Western Education Syndrome (PTWES). I mentioned this before in the previous chapter. It is a mass sickness that I discovered in the course of my research, but which nobody is talking about.

You do not copy and paste in education, instead, you create knowledge, and you keep on discovering and refining what would be more valuable for the education of people in your own society. African scholars, intellectuals, educationists should stop being like a car running on the engine of a different car. Like a Mercedes Benz running on Volkswagen beetles engines. Let me explain what I mean here with this bitter leaf analogy.



Bitter leaf

Every African knows what bitter leaf is called in our various native languages. Therefore, in a Botany class, for example; there is no need teaching an African child what British man or French man call bitter leaf, unless in pure English class. That an English man calls bitter leaf by scientific name "*Vernonia Amygdalina*" would not add anything meaningful to an African child's concept of bitter leaf. The best way to have a child understand and conceptualize the subject is call it and teach it in the name given to it by the society, and the education would be more meaningful to the child. For example; when I thought about it and checked the semantics of bitter leaf in my native

Igbo language, I found out it is more intuitive in my native Igbo than in English. Bitter leaf in my native language is called Olugbo and it literally interprets as Olu (that which bitters) + gbo (from early) or (from the beginning).

The semantics includes the following:-

- (i). Nke n'elu ilu site oge gbo = That which bitters from early.
- (ii). Nke n'elu ilu site oge ekere ya = Bitter from creation.
- (iii). Ihe amụrụ ka ọna elu ilu = Born to be bitter.
- (iv). Osi na mbido n'elu ilu = Bitter from the beginning.
- (v). N'elu ilu oge obula = Always bitter.

Those are the semantics I can extract from bitter leaf in Igbo language, something I will never be able to do in English. Now, if you try to work on the semantics in your own native language, you could get different concepts of bitter leaf coming straight from the mind of your ancestors who named it whatever it is called in your language. It is only in your native language that you can do that. Different languages would have the logic behind the meaning in different ways. English language cannot do that for you!. In understanding the semantics, you will then understand what your ancestors were thinking when they gave it the name it has in your native language. You cannot do all that in English for them!. Imagine what we are missing for making English supreme over our native languages!.

That is how it should be!. Because any knowledge acquired this way would naturally be with you, and you would not need to cram to answer questions on it in an exam. The answers would come to you naturally since you would not have the

added burden of remembering what English people call whatever.

We can, of course, study the plant's properties ourselves, name and label the parts ourselves. That is what real education is all about. True education is not about learning what white people call it. White people can call it whatever they like. Whatever they call it should not be our business.

You do not need any white man's opinion to study the plants and leaves in your village unless you are comparing your finding with what white people have discovered. In researching in our native language on our own terms, we could make startling discoveries that white people themselves never even thought of. Knowing the botanical name or what white man call it; is brainwashing fake education installed by Britain and France to control what Africans should know, what we shouldn't know, how to know it, how not to know it, etc. Thereby, they control the world of African scholarship thousands of miles across the ocean, removing African viewpoint, culture, history, intellectual contribution, etc. This is intellectual slavery, and that is why Africa remains where we are today.

We cannot use the same education given us by white people to be better than them. It will never happen!. If anything, it puts us in a position of perpetual intellectual servitude. It places us as perpetual servants forever taking instruction from foreigners. In the following chapter you will discover why this intellectual incapacitation is the same reason for our incapacitation in scientific and technological advancement, and the reason we remain one big importing continent.

If you are not an independent thinker, you may not understand what I am talking about. But many years ago, Lord Kwame Nkrumah noticed the problem I am talking about. Nkrumah knew there was a big problem with the model of education in

Africa, and he knew exactly what needed to be done. He knew the model of education throughout Africa needed to be overhauled, but he did not have a lot of time to change education in Africa for good before he was blackmailed out of office by western powers. He just had enough time to win our political freedom, but not enough time to fight for other things.



Lord Kwame Nkrumah

Nkrumah observed that *"colonial missionary school curriculum is Euro-centric and it carefully excludes African religion, culture, and history"*.

After he noticed that, he said *"under such a system of education the youth of Africa is not prepared to*

meet any definite situations of the changing community except those of the clerical activities and occupations for foreign commercial and mercantile concerns".

And he concluded; saying "any educational program which fails to furnish criteria for the judgment of social, political, economic, and technical progress of the people it purports to serve has completely failed in its purpose, and has become an educational fraud".

There you have it!.

The father of African independence concluded that western education is a fraud!. Nothing has been done since Nkrumah made that observation. Education in Africa is still about learning what white people have learned.

If our curriculum and system of education in Africa is giving priority to western value system and ideals, and their language; though it is still education, but it is no longer the education of an African mindset. This is why someone like Wole Soyinka, even though he is educated, lacks the ability to contribute to the literary development of his own native Yoruba language. This is why someone like Ms. Chimamanda Adichie is writing for the West, instead of writing in our native Igbo language. Her learned helplessness means there is nothing she can contribute to the advancement of her native Igbo language that is under threat of extinction, according to UNESCO, whereas she is winning all sorts of award in a European language. She has learned to be helpless when asked to do in Igbo language the same thing she does perfectly well in English language.



Chimamanda Adichie
(American author)

Western education has stripped her of her innate powers to contribute to the development of her own native Igbo language!. But William Shakespeare, the great English writer invented more than 2,000 words and lots of phrases for his own English language. I will make this point clearer later. But let me tell you something.

If Wole Soyinka acquired his knowledge in Yoruba and wrote all his books in Yoruba language, he would even have been a bigger and better writer. If Soyinka wrote in Yoruba language, he would still have been an outstanding writer, and he would still have won a Nobel prize in literature because his books would still have been translated to English and all the other languages.

Chinua Achebe wrote till he died, but he did not add a single word to Igbo lexicon. All his exploits were advancing the language of the master (Britain). This is even as his native Igbo

language has been declared an endangered language by UNESCO and is projected to go into extinction in the future.

Chinua Achebe would still have been a great writer if he wrote in Igbo language!.

Ms. Chimamanda would still have been a great writer if she wrote in Igbo language!.

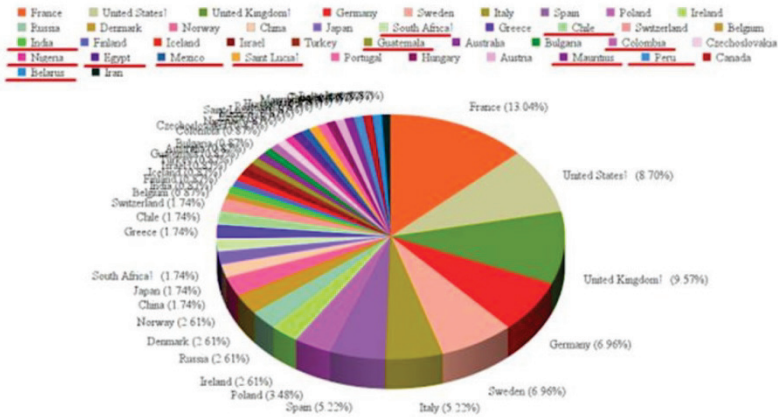
If I were schooled in Igbo as my first language, I would even have been able to write in a better way. However, as I said earlier, this book would not have been written if the situation I am addressing did not exist. Whatever, I would have written in Igbo would still have been translated into English or other languages, but my innate power to express myself in my native Igbo language would not have been denied me.

Can people win Nobel laureates writing in their native language?

The answer is “Yes.”

I was able to make a chart of Nobel prize in literature winnings by country.

Nobel prize in "Literature" winnings by country



List of Nobel laureate winners by country

https://en.wikipedia.org/wiki/List_of_Nobel_laureates_in_Literature

The different countries and languages above prove there is no level you cannot get to, even if you write in your native language. Hundreds of authors have won the Nobel prize in literature, writing in their native languages.

To be specific; books written in the following languages have won the Nobel prize in literature; German, Spanish, English, French, Swedish, Italian, Russian, Polish, Danish, Norwegian, Chinese, Greek, Japanese, Arabic, Bengali, Czech, Finnish, Hebrew, Hungarian, Icelandic, Portuguese, Serbo-Croatian, Turkish, Yiddish.

Thousands of authors in the world write in their native languages before translating and publishing in English or French or to other languages. Writing in your native language naturally gives you more power. As a matter of fact, Wole Soyinka, Chinua Achebe, Chimamanda, would have been bigger and better writers, if they had studied Igbo and Yoruba respectively, and wrote in our native languages. Sadly, they could not do that because the monster called intellectual slavery stood in their way.

Please, take a second look at the Nobel laureates chart. There is something I want you to know that the West doesn't want third world countries to know.

If you look closely at the chart, you will see there is a correlation between education in native language and wealth. Example; you can see that countries with authors writing in their native languages are wealthy nations with GDPs more than that of African countries.

On the other hand, you can see clearly that there is a correlation between western education and poverty. All the nations with authors writing in languages other than their native language are all poor nations (I highlighted them in red), they are also the same nations that suffered slavery or and colonialism and were imposed western education. Therefore, without mincing words, it is safe to say western education makes Africa and other third world countries poor. This poverty arises from the mismatch between native philosophy and western philosophy in those countries. The imposed education creates a population that is off frequency, in disharmony with nature, and separated from their real selves. In Africa, it creates Euro-Afro hybrid individuals who cannot be able to solve their own problem by themselves using solution created by themselves in their own language. This is why we need someone else to build their infrastructures- roads, electricity, airport, railways, etc. It is the real reason for poverty in third world countries.

What has language got to do with education?

As discussed in the previous chapter, all societies from the beginning of mankind naturally had a need to communicate themselves. Therefore, different societies naturally developed the language suitable for them to communicate themselves. You cannot separate language from a tribe or culture; neither

would you separate a tribe or culture from a language. However, if you colonize a nation and make them learn in a foreign language, you will destroy their innate power to solve their problem by themselves. This is the reason I am writing this book in English. The power to write it in my native Igbo language has been taken away from me through so-called education.

Unfortunately, that is not the only power that has been taken away. Even our natural ability for philosophical introspect as African minds were also taken away, making it impossible for us to use our African philosophical ingenuity to arrive at logical conclusions necessary to create the solution to our various problems by ourselves. So, even the solutions we bandy about as our solutions are not really ours, but what the western operating system (OS) installed inside us via education has allowed us.

Once we have acquired western education, the philosophy mismatch and it's attendant Post Traumatic Western Education Syndrome (PTWES) becomes our reality and a way of life that we live till we die. I think this is why we often end up putting square pegs in round holes when solving our problems in Africa.

This philosophy mismatch happens sub-consciously in every educated African as we use western philosophy to question or interpret African philosophy and vice-versa inside our minds. And this is because an educated African is like a phone or a computer running on two operating systems (OS) and he/she has difficulty choosing which OS to consult for instruction when executing a task. This is what creates the Putting Square Pegs in Round Holes Syndrome (PSPIRHS) or what psychologist, Martin E.P. Seligman, has described as "learned helplessness" syndrome. Imagine one phone or computer trying to use two operating systems (OS) to solve one problem. Such device would end up in a state of "helplessness" when

solving it's problem and it would never solve any problem correctly.

We cannot continue to run on two operating systems. We must choose one!. Do we want to be African? Or do we want to be white people? This is the question we must answer in Africa in order to begin to lay the foundation for development. I don't see how we are ever going to make it, when we have not dropped the language and education given us by our captors. Britain was enslaved by almost all their neighbors, and during their captivity, they also spoke and learned in the language of their captors- Latin, Greek, and French. In 1362, Britain made the decision to adopt their native English as their language. There was nothing 'great' about Britain until they banned all foreign languages in the British Isles and adopted English as their official language. In 1795, language was a political and emotional issue in the USA, until they rejected German and settled for English. In the 1800's, Japan banned all European explorers from entering their land in order to protect themselves from external cultural and political influence. Vietnam did same by prohibiting French and adopting their native Vietnamese as their official language. Indonesia and Malaysia did the same by choosing their native Indonesian and Malay, respectively. Every formerly colonized nation I have researched that developed had done the same thing!. They all resolved the issue of identity by adopting a language of their choice.

In the case of Africa, it seems our indoctrination runs deeper than the colonialists themselves expected of us. We have been programmed to act the way we act, and it was well planned out. It was a colonial policy to get us the way we are today. Professor Kaba Hiawatha Kamene revealed their strategy when he said *"When European invaders over run people, whether in Africa or other parts of the world, they had three goals in mind:-*

1. *Take the history of the conquered.*
2. *Take their language.*
3. *Control their psychology, i.e take away their values, interests, religion, and principles.*

They take your history and superimpose theirs on it. They take your language and superimpose theirs on it. They take your values and priorities and superimpose theirs on it. Once this is done, no matter what decision you make, you will always end up serving the interest of the oppressor”.

Indeed, serving the interest of the oppressor is what we still do today, even in our legal code. When someone gives your language, education, religion, you will use it to teach yourself not only how to become someone else, but how to enslave yourself. When someone gives you language, education, religion, you will evolve with it as if it belongs to you, using it to enslave yourself in the process, and you will never realize it. In Kenya, there was a call to ban the British white wig worn by judges in court and to replace it with something local. Shockingly, some “educated” judges and lawyers in Kenya were making the argument that the white wig is their heritage and should not be abolished. Yet, in Britain, judges find it bulky and as an unnecessary headgear that need be banned in British courts!.

The very framework of what is legal or what is not legal is still running on the legal code we inherited from Europeans. A few days ago, I tuned my TV, and I watched Mr. Femi Falana, a lawyer, complain about how African native legal codes have been Europeanized over the years, leaving us to accept what Europeans think ought to be justice as our template. I heard what he said, and I said to myself “this is a very important revelation and it is just one of many areas our sense of being African has been eroded”. No thanks to western education.

I think what he said needs to be brought to the fore because he touched what many educated Africans would consider a taboo subject. Of course, those who would consider it a taboo subject are ignorant people.

It is very important that we Africans realize we had our own legal code and idea of what justice ought to be before our encounter with Europeans. Professor, Chancellor Williams in his book; the destruction of black civilization, described it as the African constitution. This was legal code based on what is morally right. This contradicts western legal code that is strictly based on what is deemed legal, instead of what is morally right. Below, I will give two examples to explain the African legal code running on unpolluted African philosophy.

(1). When I was growing up in the village, I still remember an event that took place in 1981. A man set a trap on his farm in the bush, and one day the trap caught an antelope. Unfortunately, the man did not go check on his trap that day. Someone else, a boy, about 15 years old, went into the bush, saw the animal hanging on the trap with it's last breath. He killed the animal and stole the meat. When he got home, he showed the animal to his mother. His mother became curious as she considered the animal too big for a 15 year old to kill. Just as she was talking to her son, people gathered and began asking him how he killed the animal. He could not explain how satisfactorily. However, he told them the area of the bush where he claimed to have killed the animal.

The good thing is that in the village, everybody knows everybody and where their farmland is located. So, people talked to each other, and everybody who has farmland and had set a trap in that location went to check on their trap. About an hour later, a man came forward saying the animal was stolen from a trap on his farm. He provided evidence which was the hairs of the animal which he wrapped in green leaves. He

opened the leaves and showed everyone the hairs which were the same as the hairs on the animal lying on the ground. A team of young men was dispatched to follow him to his farm to verify his claim. They left for the bush, and another hour they were back. When they arrived, they confirmed to the crowd, that has now gathered, that they indeed saw more hairs, blood and most important, signs of struggle from the animal on the ground where the trap was set. Once it was confirmed that he was the real owner of the animal, he thanked everybody. He was visibly happy, and he quickly lifted the animal to his shoulder and made to walk away. The crowd in unison asked him ‘what are you doing?’. It went thus:

Crowd of onlookers: (speaking in unison) what are you doing? Do you want to go just like that?

Trap owner: Yes, the case is settled, I want to go.

Crowd of onlookers: Are you going without giving some portion of the meat to the boy who helped you kill the animal, helped you carry it home, and the mother who raised alarm?

Trap owner: I forgot.

Crowd of onlookers: Take the meat to your home and cut the animal, then bring one leg to the boy and the mother.

Trap owner: Fair enough. I will do that. Thank you all.

There you have it!. Judgment was passed based on African philosophy!.

That is a decision running of an African mindset/African philosophy. It is not based on who has more money to hire an English speaking lawyer to win the case, it is not based on who is strong, but what is morally right. An African mind left unpolluted would seek what is morally fair for everyone. Our original legal code was not based on the western view of what justice ought to be.

We had nothing in common with white people until the 1400’s, and in colonialism, we got corrupted. In the western world, the

owner of the trap would sue the boy and his mother for theft, and he would get all the meat to himself without sharing it. In fact, the boy and mother could risk a jail sentence. Western mindset runs of a capitalist “winner take all” mentality and that in turn fuels the capitalist world of strife we live in today. But that is a story for another day.

There is a similar story I would once more like to share.

When I was younger, one day I and my friends were playing football in the fields, in the outskirts of the village, and suddenly we saw people chasing a bush goat (I forgot the English name, neither do I owe any English man or anybody it's name). In Igbo, we call it ‘ewu ohia’ which translates to English as bush goat anywhere. We quickly left our football and joined in the chase. Soon, the people that had been chasing the animal before us got tired and we were now in front of the pursuit. If you know how wild animals can run and run without getting tired, you will know what I am talking about. After some time in the chase, we also got tired, and a new people joined in the chase ahead of us, and we were now back.

Eventually, the animal ran into the streets. There was a nursing mother who was sleeping because she was tired and anaemic. She just gave birth to a baby boy a few days ago, and the doctor had said she lacked blood, but her husband did not have money to buy blood. The woman heard the noise coming from the pursuers, she opened her door to see what was going on outside, and immediately she opened the door, the animal ran straight into her bedroom and hid under her bed. The woman quietly closed her door. And the husband killed the animal.

Everybody gathered in their compound, including those that had been in pursuit of the animal before us. There was a lot of noise from people talking and others breathing heavily after the chase. A debate began about who was the rightful owner of the animal. The happy couple were by this time watching

everybody from their window as if they had no idea what those outside were doing there. They initially did not want to have any discussion with anybody about the ownership of the meat.

Soon, elders were invited to do justice. It was like you do see in a Nollywood movie. They were invited to decide who the meat belongs to. The unanimous decision was that the meat belonged to the man and wife that killed the animal, but that they should not be entitled to the whole meat alone. The question then arose as to who should share the meat with them, because by this time, so many people were laying claim to be the co-beneficiary. My friends and I also laid claim to the meat as well as those that actually chased the animal into the woman's house.

Just as we were talking, four men arrived, breathing heavily, and they said they had been in chase of the animal from far in the bush for the past two hours. They said they got tired before others took over the chase. Eventually, it was determined they initiated the chase. The elders and the crowd asked they should be given a portion of the meat and it was done. It went thus:

Killer of ewu ohia: I killed it. It is mine.

Animal chasers: We pursued the animal into your house. How could it be yours?

Killer of ewu ohia: I don't know you. I don't know what you are talking about.

Four men arrived: We have been in pursuit of the animal for the past two hours. We saw the animal in the forest and chased it until we got tired and others took over the pursuit.

Elders: (Talking to killer of animal) You need to compensate these four men for initiating the chase that brought the meat to you and a little also to the men you saw actually chasing the animal into your room. Without them, you would not have that meat.

Killer of ewu ohia: What quantity shall I give them?

Elders: Cut the animal and give them whatever quantity you consider fair enough.

Killer of ewu ohia: Ok. I will do that.

There you have it again. Justice served based on African philosophy!.

Again, as you can see, Africans had a better way of conflict resolution based on African philosophy. This justice system was created by us and did not conflict with us. In such a situation there could be no philosophy mismatch. Once justice delivered, justice was seen done and everybody accepted it without grudge. My friends and I did not get a piece of the meat, yet we understood that the judgment delivered was fair enough, because what was deemed legal evolved with our society over many years. It was never an imported legal code that we had to adapt to.

Today, our own values, philosophy, ideals have been thrown away. The western mindset imposed on us in school would now have the "killer of ewu ohia" threaten the onlookers with trespassing a personal property or disturbing his peace or endangering the life a newborn baby with wild animal or harassment or noise pollution. The list of claims and damages goes on forever, even when we know it is all rubbish. It is now all about what a western mind considers to be legal. The legal code we have today removes the African way of conflict resolution that was there before our unfortunate contact with Europeans. The problem is that the Post Traumatic Western Education Syndrome (PTWES) as a result of our philosophy mismatch, which means that even what is "legal" is what western education has allowed us to interpret as legal. What is legal is not coming straight from African philosophy. Don't worry; you will understand this better soon, when you understand that everything I am writing in this book is what English language has allowed me to write.

Our philosophy mismatch, as usual, creates imbalance and indeed makes the legal code itself unjust. Example; in Nigeria a government official was accused of stealing \$2 Billion (two billion dollars) from the national pension fund. He was taken to court and was convicted of the crime. Do you know the sentence he got? The judge fined him N200,000 which is about \$500 (five hundred dollars). There is no typo error here. He was basically set free by the same legal code that was supposed to be used to imprison him or have him refund the money. As expected, he simply paid the \$500 fine, and that was the end of the case.

Sadly, if a poor man steals a bag of maize, the same court would sentence him to six months imprisonment without an option of a fine. You can see clearly that the philosophy mismatch creates disharmony in broader society in everything we do. This is what I call Putting Square Pegs in Round Holes Syndrome (PSPIRHS) or what psychologists have described as “learned helplessness” syndrome.

One area Mr. Femi Falana cited was money laundering cases in Africa today. Unfortunately, today, we live with a legal code whereby when a serious theft committed; like politicians stealing money meant for development, we just call it money laundering as western worldview would have us call it, when in fact, it is theft. An African mind left unpolluted would treat a money launderer as a common thief, with the same stigma attached to a criminal that gets mob lynched in the street. Our original legal code would have placed heavy punishment on corruption, a money launderer, and cases of financial theft by government officials. It would have certainly made a difference.

The legal code; like everything else we inherited from western principles have never been to our benefit, and there is no reason we should continue to refine it. This was a legal code that British people designed so that they can steal and set

themselves free. Our leaders would continue to steal with impunity cause they know all it takes is hire a good lawyer who speaks fine English, the lawyer prepares his case well, and convince the judge there was no crime. That is all it takes to get justice today.

Justice is no longer about what is morally right or wrong or whether a crime was committed or not. It is now about how the lawyer is able to present a case. In fact, you will hear people these days boldly tell you "justice is not about morality" it is about what is legal. But what ought to be legal is no longer based on African philosophy.

Nothing is ever ours anymore.

Africans must realize that even the thoughts we process in our minds in English are not really our thoughts, but thoughts allowed us by English language. It is the same way that every single word I am writing here are words that I am pulling from the English lexicon or dictionary, but because the brain is doing it so fast, we forget it is actually happening. Everything I would say in this book is what English language has allowed me to say. The emotion coming straight from an African mind that should accompany what I am saying here has been lost, so this book can never be the same as saying it in my native Igbo language. Example; there are many things you can say in Igbo language that have no way of saying it in English. How do I then say such a thing?

No wonder, in a BBC radio interview, a presenter asked a Finnish author, how do you rate the quality of translation done on your new book from Finnish to English? He replied *"translating the words and sentences is one thing. Translating the emotion is another thing"*. He then went on to say whoever did the job did an excellent job of translating words, sentences, and emotion.

I believe it is this emotional mismatch that causes the philosophy mismatch, which is responsible for Post Traumatic Western Education Syndrome (PTWES). This is the perfect name of the identity crises Franz Fanon talked about in the 1950's!. It is simply a post-traumatic syndrome resulting from the education Europeans imposed on their colonies. In Canada, it caused so much disillusionment among native Canadians, so much that they rose in unison to ask for compensation for being made mad. The Canadian government indeed apologized to them for giving them the wrong education. Unfortunately, in Africa, we still consider the white man's education and religion as a good thing.

The silent disease (PTWES) is both responsible for the problem of elitism in Africa and the Putting Square Peg in Round Hole Syndrome (PSPIRHS) when solving our social, political, economic problems, etc. If I have my way, I will open up a counseling clinic where educated Africans could come in and get explained these things to see whether we could be reset to being our original selves.

Who's education do you use to arrive at your solution? What language do you use to process your thoughts? You see, any solution by an educated African is still the solution derived through the same imported education given us by Europeans. That solution you claim to be yours or ours is neither here nor there, because we are now addicted to the English (sound) language to the point it now possess our whole psyche, so much that we can no longer process our thoughts in our native languages. Therefore, we now interface with infinite intelligence using a second-hand experience given us by the Europeans. It is obvious to me that this is why we mostly end up putting square pegs in round holes when solving problem, because western education tune us off frequency and out of harmony with what we ought to have been in our original selves. The Europeans have taken away our natural first-hand experience with infinite intelligence, and now have us using a

second-hand method to interface with intelligence. This is something nobody talks about in Africa, yet it is here our real problem lies. We cannot use someone else education to solve our problems!. The only way that could happen is to get everybody in Africa educated to the point we all lose the power to read, think and write in our native languages and begin thinking and feeling like white people. Only then shall we act in harmony like a football team with everybody (citizen) knowing what they ought to do. However, the danger is that it would usher us to our second enslavement. Yes, that would lead us back to slavery because of the unforeseen damage it would create that we can't begin to imagine now. In the mid 1800's, a Russian philosopher, Mikhail Bakunin, worked out such scenarios and he said "intellectual slavery, of whatever nature it may be, will always have a natural result both political and social slavery". You see? Bakunin was a serious thinker! And I am here to tell you that the natural result of western education in Africa is that it would eventually return us to second slavery in that we would become people who would perpetually look up to white people as the standard for excellence. This would happen because in future we would have proved to the rest of the world that we are people incapable of language and knowledge creation in our language. Everything in our lands would be owned by foreigners who would be all over Africa as exploiters claiming to help us solve our problems. Signs of this could already be seen across Africa.

The rule of thumb is that we are not running on our own operating system (OS); instead, we are running on the OS installed on us by Europeans. So, even the solution our ministers, president, governors, any educated African have is still the solution allowed within the European operating system (OS) installed on us. Believe it or not, as long as you process your thoughts in English, you are still operating within the parameters that English language has allowed you to think. It does not need further explanation because this book is a proof of that. Everything I would say in this book is what English

language has allowed me to say. Below, I will make an analogy to explain how it looks like.

Emeka the conditioned boy

A man and a woman (husband and wife) have a child called Emeka. One day, they went on an outing to a wedding party. They could not go with their child Emeka. They told Emeka to stay indoors at home and never to come out when it rains so as not to be swept away by a flash flood. Unfortunately, that day it rained so much that the streets got flooded; including houses. When the house began to flood, Emeka had wanted to run away to a higher ground at the nearby hills in the backyard, but every time he wanted to run away, he remembered the parents warned him not to go out of the house when it rains. Now, the flood water kept rising until the entire house got flooded and Emeka drowned to death hiding in his room.

Why do you think Emeka could not save himself?

It was the parents that killed Emeka, not Emeka himself. Emeka was killed because his parents installed the wrong operating system (education) on him and left. He did have the physical power to save himself; the only problem was that his parents locked his intellectual capability, making it impossible for him to create new knowledge for himself. He was in a box!. And like Africa, his education **CONDITIONED HIM** to be helpless and unable to save himself, because all the decisions he would have made were already pre-determined, making it impossible for him to chart his own course without referencing to knowledge received from his parents. The instruction of the parents (education) could not allow Emeka to arrive at his own conclusion. He thought the only solution to his survival would be to follow his parent's instruction religiously. So, each time he wanted to save himself, he remembered the instruction (education) by his parents "don't go out of the house when it rains". All the decisions Emeka would have made were

already fixed; therefore, he was not the one that made the decision that killed him. I have developed a method known as the “asaa principle” that would help an Emeka to reverse-learn or counter-learn and arrive at his own decision. I will get to that by the end of the book.

Of course, you may say since Emeka was the one contemplating running away before the house got flooded, he could have just run away. I am here to tell you that even that decision to attempt running away was not his. The instruction (education) by his parents already also sets his mind to reject such idea. That is exactly what happens when you pass through a well-established system of education. Please refer to Noam Chomsky's definition of education and it's purpose given earlier or watch it as video in the bibliography.

The reason I am writing this book is because I am like an Emeka, who by a sheer act of circumstance did not take all the instructions from my parents; instead, I followed my own instruction on time, charted my own course, and in the process noticed there was a window in the other room, even before my parents left. When the flood began, I simply jumped out of the window and ran to the hills, thereby saving his life.

Now, Emeka is safe on top of the mountain, and he knows there are millions of other children stuck in their various houses and he is yelling that there is a window to save their lives. Do you know what most of the children would say? Most of the children would still respond *“my parents warned me not to get out of the house when it rains”*.

That is the response many educated Africans reading this book would give. So, most children would also die; because as Bakunin said, intellectual slavery of whatever nature it may be would have it's consequences. With education, white people have already sealed our fate. It is all heading back to slavery!. If we don't break out of that box, we will head back to second

colonialism or even second physical slavery. They know it, but we don't.

No matter what proof you provide, there is no way of getting some of us understand that white people are not our Lord and that we had a life before we met them. And this is why how to convince educated people in Africa to drop the evil ego loop in order to save ourselves is the biggest challenge to development in Africa. Towards the end of this book, I will explain this again with the analogy of the elephant and the rope. Educated people in Africa must destroy this evil ego loop mechanism; otherwise, we cannot even begin to talk about the way forward.

Whether it is following the world bank's so called development initiatives, or the G8's global development outlook, or the IMF's phantom development goal, hook, line, and sinker, or other western exploitative machination; we are just like an Emeka. We are in a box, in a matrix, and all the decisions we would ever make with the education we have has already been fixed. I am sorry, but I have to tell you the truth, because if I don't, nobody else will say this. Emeka's condition is the condition of an educated African or educated people anywhere else in colonized nations in the tropics. All the so called decision we would ever make as solutions to our problems are decisions that are allowed within the parameters of our western education. If we had our own system of education, we would use it to arrive at a different type of solution to our problems. This book, myself is a proof of that. I did not acquire my education the regular way, and if you ask someone who knows me, he will tell you my view about things are always different.

The same way you use your native language to make sentences to say something unique to your culture, so do you use language to learn to solve problems in a unique way to the people speaking that language. Every culture has their unique way of arriving at conclusions and solving problems because nature has wired every language to be used to do what any

other language can do. In a recent BBC world service interview, the radio presenter asked a linguist; what would happen if a language goes into extinction? The linguist replied *“the people speaking that language and also the world would lose their unique way of arriving at solution to problems”*. He was right!. Within a language is encoded all what the culture that speaks that language need to perpetually advance their civilization like every other civilization any place in the world. When we throw away our languages in Africa, we also automatically lose the ability to arrive at our own solutions; instead, we use white man’s education and language to solve our problems. This is why we will never be able to solve our problems in Africa without white people somewhere behind the scene. It is for this same reason that we would return to the second slavery in the future because we will eventually prove to the whole world that we are people incapable of solving our problem by our ourselves.

It is worth repeating that every culture (language) has within it the power to solve their problem their own way. If they couldn’t do that they won’t have evolved as people!. Cultures across the world exist today because they have been solving their problem since the beginning of time!. The Yorubas, Igbos, Zulus, Kikuyus, Hausas, Efiks, Nupes, Binis, Lingalas, Bantus, etc., have been solving ALL their problems since time, just like the Europeans solved theirs. But when you colonize people and force them to learn like foreigners in their own land, they would face identity crises and in the long run would become disoriented hybrid population, without touch with their roots, without their unique way of solving a problem. Such is our situation in Africa today.

Worse is that the colonizers are no longer here physically to update our operating system (OS), so we resort to photocopying and photocopying and photocopying what was never originally ours, to begin with!. This is why we don’t have an updated solution to our problems in the ever changing

world because we are stuck with an outdated operating system (OS). Our problems in Africa persist because we are like using an outdated operating system (education) to learn how to solve modern problems. Physicist, Albert Einstein, must have been thinking along this line when he said *"we cannot solve our problems today with the same thinking we used when we created them"*.

As a result of the operating system (education) mismatch, every educated African suffers identity crises to some degree. You already have it's name- Post Traumatic Western Education Syndrome (PTWES). Every educated person in all former European colonies in the tropics suffers this sickness. It is true; whether you are aware of it or not, it is a question of what degrees are you affected.

We cannot solve our problems in Africa because every time we have a new problem we treat it with an out-dated solution. This means, by default, whatever we have a solution to our problem would almost amount to treating symptoms. This is why we are forever playing catch-up with the rest of the world. Let me not get ahead of myself here; the following chapter would throw more light on this area.

If you destroy the language of a people, in the long run, you would also destroy who they are and their innate capacity to solve their own problem themselves. This is because the DNA of a culture is written in and with it's language. Therefore, the easiest way I can get you to understand anything is to speak to you in the same native (natural) language you grew up speaking. In your mother tongue!.

Have you ever watched a TV program made in your native language? Have you ever listened to a radio program in your native language?

Have you ever listened to news on TV in your native language?

Have ever listened to news on the radio in your native language?

Do you know that feeling of clarity?

Do you know that feeling of completeness of understanding?

Do you know that feeling of being heart-to-heart with the newscaster?

That is what native language does all the time!.

Whether it is listening to the news or learning in school, native language naturally does the same thing for you. It helps you understand better!.

If you learn in school in your native language; you will get that same feeling of clarity from the teacher. This is why kids in countries like Japan, Korea, China, learn faster. They learn faster because most of their comprehension problems have already been solved to a large extent by their native language.

Speaking to you in your native language is the most natural way I could get you to conceptualize complicated ideas without leaving you confused, especially difficult scientific principles. Native language is natural capital, not just for easy communication but also for learning. If something is difficult to explain (like scientific concepts), the most natural way to get you understand it is to explain it to you in your native language. Therefore, teaching you in school in your native language will boost your innate power to learn. Again, this is because the DNA of any culture is written in and with it's language. If you destroy the language of a people, that culture will collapse over time. That is why if you live too long in one country, you would gradually and subconsciously develop and adopt their way of behavior. In fact, if you live too long in one

country you would gradually start losing your own culture in favor of your host country, especially if you have no community in that country who speak your own language. This initially manifest as a feeling of homesick for a new visitor, until he/she out-grow it and begin the gradual accumulation of the host's culture.

Due to the fact we Africans place priority on English language and French in our schools, we also subconsciously adopt western ideals and value system and lifestyles in our own lands. After many thousands of years of evolution, not only would we adopt western ideals, we would indeed become westerners right here in Africa. Yes, that is how powerful language could be!

From everything I have learned from history, Africans would become foreigners right here in Africa, and we would be re-enslaved. As I said, this would take thousands of years of evolution. If education is not re-invented in Africa on our own terms, and priority placed on our native languages, we will become foreigners.

The way things are going today, if you are to wake up from your grave in 2,000 years in the future, you won't find an African still speaking our native language. Our languages would have been dead. There would be nothing left than a black population of lost people. Then, the second slavery would happen. The second slavery would be different, but as I said, it would arise from the fact we would become a continent of people so dumb that we do not have our own language and as a result cannot solve our problems by ourselves. I can only wish it doesn't get to that, but if it does, my worry is that I won't be there to tell the people "I told you so". In fact, if you have ever wondered why I am writing this book, I am doing so to exonerate myself, to state clearly for future generations of Africans that someone did see it coming and he sounded the warning alarm. Of course, someone must have warned Africans

about the slavery of the 16th, 17th, 18th centuries. But nobody listened. Of course, someone must have warned Africans that Europeans would return as colonialists in the 1900's. But nobody listened. And should you be reading this book in future, in 100 years, 200 years, 300 years, 400 years, 500 years, know it that not every African was stupid. Know it that someone called Africason did see looming second slavery, and he sounded an alarm. I am going to synch with your spirit to cause that Cultural Revolution to save Africans. I will continue this fight even after I exit this world.

A friend of mine, who has lived in Togo republic for 20 years, speaks Ewe (their local language) very fluently and he believes Togo is the best place on earth to live. He is married there and unable to leave Togo.

Another brother who has lived in the USA for 30 years, believes it is the best place to live on earth.

Yet, another friend has lived in Russia for 18 years. He now speaks Russian very fluently, and he said he has no plans of leaving Russia, despite the extreme cold weather there. Anytime this friend of mine comes to Nigeria; he behaves like a foreigner. In fact, when he comes, it is like he will start learning how to behave like a Nigerian again. He cannot even stay in Nigeria for over a week; otherwise, he would become home (Russia) sick.

The reason is because the cultures of those countries have sunk deep into them through their native languages that they speak. It would be easier for them to leave those countries if they did not speak their language. Language ties you to a land and makes you become part of that culture. That is why some countries would not mind giving you citizenship if you speak their language fluently. After all, you have become one of them.

Unfortunately, it doesn't matter whether you acquire the knowledge of speaking the language of others in your country or in their country. The moment you make a foreign language a priority in your life, it is only a matter of time before you also start behaving like those who own the language. You need to understand that by the time you thoroughly understand a foreign language, you would also have passed through all the processes a child born in that society had undergone. Your brain would be wired just like a child born there. Don't worry; nature takes care of that.

Think of the powerful influence a language could have on an individual as the same as the influence a job could have on a person or group of people. If you take up a police job, within weeks, you will start behaving like a police officer. If you become a doctor, you will start behaving like a doctor in a matter of time. If you become a politician, you will start acting like a politician pretty soon. If you become a journalist, within months, you will start behaving like a journalist. The list goes on. Language has the same effect on an individual or a society over time, and as I have said many times, nature does not know your face as an African, nature simply act based on the input data it receives, and once it has that data, the somatic cells in your body will automatically make you act according to the mentality that goes with that input. If our ancestors should wake up from their graves to see the ideals, views, and the way we Africans behave today, they'll be scared of us because we are just a shadow of original ourselves at this time. But we don't know!. We no longer remember!.

This is why it makes it very dangerous for any society to make a foreign language a priority over their own language. Whenever I think about it, I realize a society has to be dumb to even allow themselves to do so. And we are in Africa, claiming we are Africans, yet placing foreign languages over ours!.

The effect of intellectual slavery is very adverse, and it looks at no faces. Everybody is a victim. The Emir of Kano, HRH Muhammadu Sanusi II, once said “*every African is a victim of colonialism*”. That is very true!.

Intellectual slavery is one of the tools of neo-colonialism. It is modern slavery, and everybody is a victim. It is like the black-hole (in Astrophysics), nothing escapes it. From the lowest man on the streets of Africa to presidents, everybody is a victim. Even Wole Soyinka is a big victim because as I said, nobody escapes it.

Wole Soyinka



(Winner Nobel prize in "English literature")
No award won in Yoruba language

Though, Wole Soyinka has won the Nobel prize in “English literature,” but he has not written a single book in his own native Yoruba language, neither will he ever be able to do so. Western education makes him incapacitated, powerless, and unable to contribute to the literary development of his own native Yoruba language, even if he wanted. He has graduated

to step two of our learned helplessness, and there is nothing he can do about it. It's too late!.

What shall it profit a man to gain the whole world and lose his own soul?

This reminds me, I was once discussing these things with someone, and I asked him; have you ever heard Wole Soyinka speaking Yoruba on TV? And he replied me saying "how do you expect such an educated person to speak Yoruba in public?"

Note that the person who said that to me is a well "educated" African with a university degree. Yet, he is indoctrinated enough to think Yoruba language would dirty the mouth of Soyinka!. Once he said that to me, I suddenly realized he is such a dumb person, but because he spoke fluent English, my own slave brain all along made me consider him an intelligent friend. It suddenly struck me such a person uses English to mask his stupidity. When he left, I couldn't help thinking one day he could become a minister, a governor, a president of an African country, and he would create more dumb people who don't have confidence in themselves. That is by the way.

Soyinka has been fully dispossessed, like an unfeathered bird!. The same power he ought to have to impact the Yoruba literature is the same power he has lost to English literature. And this is because, over many years he has been schooled to lose the same power he would naturally have had to impact the Yoruba language if western education did not happen. Don't worry; you will understand this better soon when you understand how William Shakespeare influenced his own native English language.



Like an unfeathered bird, like a de-Africanized African

Yoruba is also a language and therefore should have Yoruba literature!. Igbo is also a language and should have Igbo literature!. Hausa is also a language and should have Hausa Literature!. Zulu is also a language and should have Zulu literature!. All African languages have it's literature wasting away while we develop English and French literature, just as we were trained to do by the colonial masters!. How could that not be slavery? We have literary giants all over Africa, winning all sorts of awards in English and French, yet nobody wins any award in our own languages. And we say slavery is over?

We are in a new type of slavery called intellectual slavery!. Indeed, we are slaves to knowledge!.

We no longer remember that English is not our language because if you can give drugs (education) to the birds to make them not grow their feathers again, the subsequent generation

of birds that would be born after many years of the drug would eventually grow up not realizing they were supposed to have feathers. They would grow up not realizing they do have within them the innate ability to fly!. They would grow up not realizing they have been totally dispossessed!. This is exactly what white people wanted to achieve by installing their languages and model of education across Africa and other colonies. Educational indoctrination is worse than religion or other forms of indoctrination because it happens gradually over the many years we spend in school in Africa. We grow up and finish school, not realizing there is an ongoing attack on our collective psyche.

Adolf Hitler was a mind controller, and he knew this. When Hitler could not get hold of the German population to do what he wanted them to do, he got frustrated, then, he said rhetorically "*let me control the textbooks and I'll control the mind of the nation*".

Africans wake up!. The slave masters have done their job and left Africa many years ago. It is now up to us to free ourselves from the shackles of mental slavery. It is now up to us to free ourselves from intellectual slavery. Bob Marley, while quoting Lord Marcus Garvey, said "*Emancipate yourselves from mental slavery, cause none but ourselves can free our mind*". What are we waiting for?

Come, my people, let us rebuild ourselves from scratch. This is the only way we would ever be great and a force to reckon with in this world. As I said previously, British people themselves did the same thing that I am calling for, after freeing themselves from Roman, Scandinavian, and French domination.

Rome, Scandinavians, and France colonized Britain, but they discarded the languages of their colonizers, and they rebuilt

themselves from scratch once they got their freedom. I will talk more about this in the last chapter.

Once Britain got their freedom, they literally began inventing words to populate their language. A man named Milton and William Shakespeare invented lots of words for the English people. Words invented by Shakespeare are too many, and I cannot list them here. But I can list a few of the phrases he coined and the books he used them. Below are phrases coined by William Shakespeare.

“Bated breath” — (The Merchant of Venice)

“Be-all and the end-all” — (Macbeth)

“Neither a borrower nor a lender be” — (Hamlet)

“Brave new world” — (The Tempest)

“Break the ice” — (The Taming of the Shrew)

“Brevity is the soul of wit” — (Hamlet)

“Refuse to budge an inch” — (Measure for Measure / The Taming of the Shrew)

“Cold comfort” — (The Taming of the Shrew / King John)

“Conscience does make cowards of us all” — (Hamlet)

“Crack of doom” — (Macbeth)

“Dead as a doornail” — (Henry VI Part II)

“A dish fit for the gods” — (Julius Caesar)

“Cry havoc and let slip the dogs of war” — (Julius Caesar)

“Devil incarnate” — (Titus Andronicus / Henry V)

“Eaten me out of house and home” — (Henry IV Part II)

“Faint hearted” — (Henry VI Part I)

“Fancy-free” — (A Midsummer Night’s Dream)

“Forever and a day” — (As You Like It)

“For goodness’ sake” — (Henry VIII)

“Foregone conclusion” — (Othello)

“Full circle” — (King Lear)

“The game is afoot” — (Henry IV Part I)

“Give the devil his due” — (Henry IV Part I)

“Good riddance” — (Troilus and Cressida)

“Jealousy is the green-eyed monster” — (Othello)

“Heart of gold” — (Henry V)

“Hoist with his own petard” — (Hamlet)

“Ill wind which blows no man to good” — (Henry IV Part II)

“In my heart of hearts” — (Hamlet)

“In my mind’s eye” — (Hamlet)

“Kill with kindness” — (The Taming of the Shrew)

“Knock knock! Who’s there?” — (Macbeth)

“Laughing stock” — (The Merry Wives of Windsor)

“Live long day” — (Julius Caesar)

“Love is blind” — (The Merchant of Venice)

“Milk of human kindness” — (Macbeth)

“More sinned against than sinning” — (King Lear)

“One fell swoop” — (Macbeth)

“Play fast and loose” — (King John)

“Set my teeth on edge” — (Henry IV Part I)

“Wear my heart upon my sleeve” — (Othello)

“Wild-geese chase” — (Romeo and Juliet)

"It's Greek to me" (Julius Caesar)

When you say, "it's Greek to me" you are admitting that you do not know or understand something.

"Fair play" (The Tempest)

Follow the rules, especially in competitions or sports.

"All that glitters isn't gold" (Merchant of Venice)

We usually use this phrase after we discover the fact that something that looks good turns out not to be that great.

"Wear one's heart on one's sleeve" (Othello)

To be a hopeless romantic (or be open and honest about how you feel) is to wear one's heart on one's sleeve.

"Break the ice" (The Taming of the Shrew)

Often when you meet someone for the first time, you "break the ice" by asking them polite questions about themselves.

"The lady doth protest too much" (Hamlet)

If someone denies something more than once, you can say "the lady doth protest too much," meaning you think that they feel the opposite to what they are saying.

"Clothes make the man" (Hamlet)

Although not always true, this phrase implies that how a person dresses tells you something about who they are as a person.

"A laughing stock" (The Merry Wives of Windsor)

To be a laughing stock is to be considered a joke by many people.

"Too much of a good thing" (As You Like It)

It is said that "too much of a good thing" (i.e. money, love, food) is not necessarily good for you.

"In a pickle" (The Tempest)

To be "in a pickle" is to be in trouble or a situation that you cannot easily get out of.

Source: www.bbcamerica.com

Unlike William Shakespeare, our African authors have no impact whatsoever on our native languages. Even me!. The contribution we would have made has been stolen via western education. However, while I understand this is a big problem, but our international award-winning literary giants don't even know it!. Ngugi wa Thiong'o is the only exception here. He decoded this problem in the 70's, and he began writing in his native Kikuyu language. Ngugi wa Thiong'o is the smartest African alive!.

We have been trained to vilify our native languages, but to exalt the white man and his language. Western education was craftily created to do exactly that!. That is why Soyinka has won all the awards there is in English, but has not written even a pamphlet in his native Yoruba language. The Europeans created education in Africa to strip him of his intellectual powers to contribute to education in his language, since they know most people in his village are not English speaking. That is, if you want to be like him, you must first un-learn your African language and learn English literature!. If Soyinka suddenly finds himself in the midst of the villagers in his community, he would suddenly become a dummy unable to transfer his knowledge to them. Whereas, if Soyinka, were to travel to the United Kingdom, there is no village, town, city, or Island that he would not be able to communicate his knowledge to. This is exactly what Kwame Nkrumah meant by our *“education serving western mercantile interests”*. Our education becomes only useful for serving Western interests. Even the education we have is a tool in the hands of the west to control and exploit us!.

Of what use is your education, when you lack the ability to use it to transfer your knowledge to people in your village?

What western education wants is to have a monopoly over all we have learned in school.

What they want is to make our knowledge only valuable to western concerns.

What they want is to have our education stuck with us unable to use it to solve real-life problems.

What they want is; if you are an African CHEMIST, you would be a chemist only on paper.

What they want is; if you are an African PHYSICIST, you would be a physicist only on paper.

The result is that it creates elitism in Africa. People congregate because they can speak good English, and this helps widen the gap between the African people. I previously explained how it does that.

Africans must realize education in Africa was not created for our own good. Rather, it was created by colonial powers out of their selfish interest to raise few African elites who would act as conduits for further exploitation of Africa and it's resources. Education was an after-thought by the colonial masters.

Here is why Europeans gave education to their colonies.....

In 1791, Haitian slaves revolted against France and got their freedom afterward. Haiti was the first nation to free themselves from slavery. The news spread to neighboring Islands, and suddenly African slaves realized freedom from the master was something possible.

In 1810, slaves in neighboring Mexico began the Mexican war of independence against Spain. This even made the news spread farther. More and more colonized nations realized they can actually regain their freedom.

In 1844, the news had gotten to neighboring Dominica and slaves there began the Dominican war of independence against Spain. Suddenly, Europeans realized the news would spread to Africa, Asia, South America, and all their colonies all over the world and that all the slaves and even those nations being colonized would also want their independence.

As a result, Europeans became creative about how they run their colonies, and they began inducting few natives as their

representative and spokesperson. They would use them to launder their image by telling the natives how colonialism was a blessing to us and how the white man was good for us. And they would make lots of promises on how to change our lives and build electricity, good roads, water supply, etc. They were deliberately creating such black people to help them administer the colonial administration since the natives would see their own brother as a non-threat. In fact, I already discussed how they created our elites and the origin of corruption in Africa and other third world countries.

Western education was created in the mid 1800's, when call for the abolition of slavery was gaining momentum globally. It was designed because the colonial powers were under pressure by the indigenous people to leave occupied lands. Before the end of the 1800's, rebellion had begun in all European colonies across the world. It was around that period that Fredrick Cadew, the British colonial governor in Sierra-Leone, wrote to the queen, ' saying "*the growing political consciousness of the African and his increasing sense of his worth and autonomy is worrying*".

He continued "*the native is beginning to feel his strength from the value that is set on him for the products of his country and his labor. I am worried that in future Britain would not be able to trade so much on his simplicity and ignorance of the world. If something is not done quickly, they'll eventually unite as one army fighting for a common goal*".

As you can see, the Europeans were worried that the indigenous people had started demanding freedom from occupation and slavery. And for your information, they are still worried today that we would one day break out of the operating system (OS) they installed on us through education. When we break away from their operating system, we will re-write our

software of mind that we can use to learn to be better than them. The emergence of such educated people in their former colonies remains their biggest fear till this day.

The signs were there in all the colonized nations, and the slave masters knew their days were numbered. With this pressure emanating from rebellion, it dawned on the colonialists that they were no longer in a position to rule all their colonies by direct military occupation. Therefore, they became creative and began finding other ways of governing their colonies across the world.

Eventually, Britain, France, Portugal, Spain, figured out they needed to install puppet governments they would continue to control from Europe. In the case of Britain, they would rule all their colonies from the Buckingham palace, London. To do this, they must teach us their language and make us learn with it in school. Remember, Rome already did the same thing to fellow European nations many centuries ago.

If Europeans left without teaching us their language, we would not have had contact with them as is today. Therefore, they must connect us to themselves like an umbilical cord connects a baby to the mother in the womb. Before leaving, they figured out that if they left us without teaching us their languages, they would not have any means of making that connection to exploit us in absentia. You cannot fool someone unless you are able to communicate them fluently. Get it?

Therefore, they began enrolling sons of African kings in schools to learn to speak fluent English- in the case of Britain. France also got the sons of kings in their colonies to speak fluent French. Spain and Portugal did the same. These first batch of Africans were schooled in Europe and made to think like Europeans!. One such person was a Yoruba lady named Ms. Aina but was renamed Sarah Forbes Bonetta- the name of the British captain that used her as a sex slave. She was said to

be extremely beautiful, and she was taken to London for intensive brainwashing after which she was sent back to Sierra-Leone. Another was Mr. Olaudah, an Igbo man who they also renamed Gustavus Vassa aka Olaudah Equiano. There were many of such people and most were former slaves picked from their colonies overseas. As you can see, they were not even allowed to answer their African names. It was thorough brainwashing!. The main goal of the colonialists was not to give them education, but to have them help propagate European languages and religion in their various colonies. That is why till the 1920's, an educated African in Ghana, Nigeria, Kenya, Uganda, Gambia, Zambia, South Africa and other British colonies was someone who could speak fluent English. Those early victims also spoke in clear British accent.

Similarly, in Cameroon, Benin Republic, Congo, Ivory Coast, Togo, and other French colonies, an educated African in the 1920's was someone who could speak fluent French- in a French accent of course.

There were no other criteria for judging an educated African at that time, other than the ability to speak the language of the master- no technical skills, absolutely nothing. It is like a job opportunity where the only qualification is the ability to speak English!.

By the way, converting them to Christianity, baptizing them, and changing their first or middle name to English name was compulsory even here in Africa. That is why you still have us today in former British colonies with names like; Emeka John, Adebayo Michael, Effiong Jones, Kwame Donald, etc. Of course, France and the other colonial forces did the same, because the colonialists were always keeping abreast of what the other was doing.

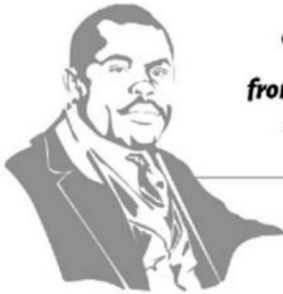
In former French colonies today, you have names like; Kodjo Clement, Honsou Blanchard, Ayo Nicolas, Koffi Patrick, etc.

In Sierra-Leone, in the 1920's, an educated class has emerged that were so brainwashed that they chose two English names instead of one. So, they will go with names like; Jackson Adama Steve, Paul Baru Philip, etc. The British used to mock them by calling them "black Scotsman" which was a derogatory name suggesting they were black European.

After indoctrinating this first batch of Africans, they were pushed down to Africa to work with the religious missionaries to make sure they install their language, model of education, and religion all over Africa. This way, they forced the African people to learn their ways. They went further to make it compulsory for every African country to adopt English or French or Spanish or Portuguese as the language of instruction and also as a compulsory subject in our schools. **That is how we came about western education.** Again, remember, Rome previously used this same strategy in medieval Europe to destroy languages and cultures across Europe in their prime days. When Rome was in power, their colonies spoke Latin (the language of Rome), they were also forced to convert to the religion of Rome. You can see clearly that the colonialists simply learned from Rome!.

Even our first leaders, people like; **Benjamin** Nnamdi Azikiwe, **Francis** Kwame Nkrumah, **Julius** Nyerere, **Milton** Obote, **Jomo** Kenyatta, **Felix** Houphouet-Boigny, **Etienne** Gnassingbe Eyadema, **Leopold** Senghor, **Kenneth David** Kaunda, down to **Nelson** Mandela, **Robert Gabriel** Mugabe, **Mathew** Kerekou, etc., also got that education. All of them were stripped of their original names!. Basically, it was compulsory to adopt an English, French, Spanish, or Portuguese identity depending on the colony, as again, the purpose of western education was not and still is not to educate Africans, but to convert us to little black Europeans detached from our roots.

However, what saved us was that Nkrumah and Azikiwe later hooked up with the **Marcus Garvey school of thought** in America, and they began de-brainwashing themselves to the point they became politically conscious of the damage colonialism was doing in Africa, which is why they were later to challenge colonial rule. Their education alone was not enough to ignite their rebellion against the Europeans.



“We are going to emancipate ourselves from mental slavery because whilst others might free the body, none but ourselves can free the mind.”

Marcus Garvey Speaking in Menelik Hall
Sydney, Nova Scotia 1937.

Lord Marcus Garvey

Before Nkrumah and Azikiwe, Marcus Garvey was the most vocal of the first set of black people that discovered and freed themselves from mental slavery, and he preached freedom from mental slavery for all black people worldwide. It was Garvey that inspired Nkrumah and Azikiwe to take action.



“Long before many of us were even conscious of our own degradation, Marcus Garvey fought for African national and rational equality, I think that of all the literature studied, the book that did more than any other to fire my enthusiasm was The Philosophy and opinions of Marcus Garvey.”

Kwame Nkrumah, First president of Ghana.

Nkrumah himself said that his education could not get him "conscious of our degradation". His education could not liberate him mentally until he connected with the Marcus Garvey school of thought. Just think about that.

This is why I laugh when educated people in Africa talk about religion as our problem in Africa. They don't understand that both the religion and education the white man brought us is dirty. Both education and religion were doing exactly the same job from different angles!.

Is our problem religious indoctrination or educational indoctrination?

Let me share with you an analogy of how someone described our mental bondage in Africa today. He was talking about religious indoctrination, and he said our situation is like where "a gang of ruthless and notorious armed robbers break into a family house, stealing, killing, and raping the entire family. And while they are at it, they deleted the police emergency helpline/phone number from the household's diary, and they replaced it with another phone number.

Let me ask you; would the thieves have given a genuine number or fake number? Of course, the alternative phone number belongs to the robbery gang and has a member of the gang waiting to answer it at the other end. And as expected, the innocent household dialled to call the police for help, not knowing the phone conversation is meant to keep them busy and distracted while the robbery last.

Do you think the family would ever realize they have the wrong number? What do you think the family did? The household believed they were dialling the right number and that help would come!. They have no idea the real police number has been deleted and replaced with a fake phone number!.

He concluded that "I guess in the case of Africans, we dialled the phone number given to us by ruthless and notorious armed robbers (colonialists/slave masters) while they are enslaving, stealing and raping our lands. And surprise! That FAKE

number is religion/god!. Our lands were invaded, our ancestors stolen (some sold), millions killed, our lands raped by the same people that brought us these religions, while they looted and raped and enslaved, they kept us busy in churches and mosques praying for a miracle".

If you understand the above analogy, you will understand how anybody could be indoctrinated, and if you are an honest person, you will also understand that religious indoctrination is exactly the same as educational indoctrination.

When the so-called educated people in Africa talk about religion as our problem, it shows how deep western indoctrination has sunk us, because they have no idea they are also in the matrix!. They don't understand why the Emir of Kano, Muhammadu Sanusi II, said: *"every African is a victim of colonialism."*

Whether you are educated or not, whether you are an atheist or not, as long as you are an African, you are a victim of colonialism. I bet you to disprove this.

Both religion and education were brought to us by the same European missionaries at the same time!. Religion is not ours!. Education is not ours!. Since our unfortunate contact with Europeans, the African society and institutions were COMPLETELY destroyed and a new identity imposed on us. Since that time, nothing is ever ours, including; the very language I am using to write this book. Nothing is ours!. We are still not out of the woods. There is no power in our hands!.

Why do you love the white man's education, but not his religion? Open your eyes, remove your ego loop, and understand neither the white man's education nor his religion is a good thing.

Religion was there to serve a purpose and education too was there to serve it's own purpose. That is why they gave us both religion and education- the two most powerful tools to control people. The purpose of religion was to console us, to make us docile, patient, and without the willingness to retaliate, since "*vengeance is for the lord*" and not for men. On the other hand, the purpose of education was to control what is knowable by us, to make us intellectual slaves that will perpetually look up to white people for knowledge, to make us look up to white people as the standard for excellence, to make us educated fools unable to question anything white people say or know. The real indoctrination was happening and is still happening under the so-called education!

Why educational indoctrination is worse than religious indoctrination

The worst attack on Africa by the colonialists was the destruction of our native languages, which then destroyed our original system of knowledge acquisition- Education.

This is why.....

Language is like a seed. Within a seed contains all that the seed needs to become a tree. For example; if you plant maize seed, it would grow and have every other thing it needs. It would have a stem, branches, leaves, roots, fruits, etc. That is how language is!. In your language have all the tools you would ever need to advance your civilization. If we speak and learn in our language, there is nothing English language could achieve that we cannot achieve in our language.

There is nothing English language can achieve that the Japanese language cannot achieve.

There is nothing English language can achieve that the Russian language cannot achieve.

There is nothing English language can achieve that the Zulu language cannot achieve.

There is nothing English language can achieve that the Igbo language cannot achieve.

There is nothing English language can achieve that the Yoruba language cannot achieve.

There is nothing English language can achieve that the Kikuyu language cannot achieve.

There is nothing English language can achieve that the Hausa language cannot achieve.

There is nothing English language can achieve that the Chinese language cannot achieve.

In your language lies the entire tool you would ever need to advance your civilization. This is why when the BBC asked a linguist; what would happen if a language goes into extinction? The linguist replied *"the people speaking that language would lose their unique way of arriving at solution to problems"*

Similarly, if you destroy a maize seed, you have also inadvertently destroyed a tree!. You have destroyed stems, branches, barks, leaves, roots, fruits, etc. When Europeans destroyed our languages in Africa, they attacked us at the worst possible place a society could be attacked. They uprooted us from the soil and stopped us dead in our tracks. Your language contains everything those speaking it need to solve all their problems. That's why your culture has survived for thousands, if not millions of years. If nobody colonizes you and stop you from learning in your language, you will be able to use your

language to do and achieve whatever other cultures have achieved across the world.



Language is like a seed

If you destroy a language, you will also destroy everything about those who own the language!. Those people are forever going to suffer some sort of Post Traumatic Syndrome associated with that loss. They will never be the same ever again. If you destroy the language of a people, you have also destroyed their culture, religion, ideals, heritage, point of view, tradition, etc., etc.

That is exactly why the European slave masters and colonialists forced all their colonies to speak the language of the master. They made sure they destroyed our languages by prohibiting it's use, while putting their own languages as our official language and forcing us to acquire knowledge with it. Acquiring knowledge in their language was the second worst disaster that ever happened to Africa after slavery. Because that means we can no longer challenge their views, as over time we have grown to become accustomed to learning what they want us to learn, knowing what they want us to know, not knowing

what they don't want us to know. This is why I think, Martin E.P. Seligman, described it very well when she called our situation "learned helplessness". We are being schooled to learn how to be helpless!. This has led to an unfortunate situation where Africans have outsourced knowledge and knowledge creation to foreigners!. It has led to a situation where we concede expert knowledge to outsiders!. African people have surrendered the right to academic self-affirmation to foreigners!. We have grown to become "educated fools". Indeed, it is because we were schooled to think like fools that Europeans came back with religion after slavery, and they literally told us they were saints and "educated" people believed them!. That is why Adolf Hitler said "*let me control the textbooks and I'll control the mind of the nation*". Hitler was right!. Education is the most effective tool of mass indoctrination!.

We are a creation of Europe!. What we need to do is un-create the status quo and re-create ourselves culturally, intellectually, spiritually, academically, etc., removing in it's entirety any ideals, teachings, values brought to us by the Europeans.

What we need to do is uproot the brainwashing education that we inherited from Britain and France, and return to learning in our natural (native) languages- Igbo, Yoruba, Hausa, Fulani, Efik, Ibibio, Tiv, Ijaw, Zulu, Zona, Swahili, Kikuyu, Nupe, etc., etc. Each African tribe should return to studying in their native language and when we do so, nature will re-wire us back to ourselves. The knowledge you acquire in your own language is the true meaning of knowledge.

Africa cannot develop until we return to speaking and writing in our native languages in school. We must be masters of our various languages by using them in schools to acquire knowledge. Doing this would naturally re-wire us back to ourselves over time.

Religion that some of us blame for our backwardness is just like a branch of a tree, not the seed, not even the root, because knowledge about the Bible and Koran were acquired via the same brainwashing western education!. It is the so-called education that we use to acquire knowledge about religion, not the other way round. So, why blame religion?

Don't we have Christian and Islamic studies in our school curriculum in Africa today? Which African country has indigenous African religion in their school curriculum? Are those working in our ministries of education not educated? Of course, they have been indoctrinated themselves such that they believe foreign religions should be a subject in school while ours should not!. So, you see, religion is not our problem, because the religious knowledge itself is acquired via education!.

It is not religion that makes them teach religion in school. It is education!. Remember, whatever decision we make with the education we have, it would always be a decision allowed within the matrix.

The worshipping of foreign gods is just one of the hundreds of symptoms of what is wrong with the African mind. So, why cutting the branches? Why not uproot the brainwashing education itself?

It is such a pity we no longer remember what we have today is not true education, but indoctrination fed us by the British and French, just like the robbers giving a fake phone number to their victim. Today, we are busy dialing a wrong phone number given us by thieves, thinking help would come!.

Why even blame religion? Is religion the principal way white people control Africa? Of course, not today anymore. White people control us in all areas. White people also control YOU African Atheists or Pagans.

Again, if you studied Chemistry in school, it is white man's point of view about Chemistry.

If you studied Biology, it is white man's thoughts about Biology.

If you studied Economics, it is white man's knowledge of Economics.

If you studied Physics, it is the white man's view of Physics, etc. No matter what you studied in school as an African, it is always white man's point of view about that branch of knowledge.

Educated people in Africa, please stop hiding your heads in the sand like the ostrich. Please, remove your egos, my brothers and sisters, and let us reconstruct ourselves from bottom up. Britain did so when they were in our shoes!.

The intellectual superiority white people exert over us is so huge, that is why the white man boasted to me saying *"Everything around you. Your career, weather engineering, social sciences, arts, medicine, your car, house, clothes, phone, even your lingua Franca. Everything, I mean everything is a product of white man's ingenuity.*

Your most intelligent black professor is a product of white man's education. All the theories and formulas he will encounter as a student were all developed by a white man. So please, what can you do without us?"

As you can see above, this white man understands you cannot be a truly educated African, even if you hold a Ph.D. He knows

there is no education going on in Africa. It is YOU that has been fully indoctrinated that consider yourself educated, but they know your educational indoctrination is exactly as strong as the religious indoctrination.

Whether you are a religious person or educated person, it is the same indoctrination by the same white people. They gave us both religion and education!.

He had the audacity to say such to me because he understands we are being fooled by what they fed us as education during colonialism, but YOU don't know!. He understands that knowledge is only knowledge if they say so. He understands they create knowledge and that all we do in Africa is copy and paste. Yet, the saddest part is that while white people understand the damage and how western education mess up our minds, but the so-called educated Africans don't know.

Until African nations re-invent education and eschew from what Fela Anikulapokuti called "follow follow" we will remain in this situation of looking up to white people as the standard for knowledge and knowledge creation.

Your education is not better than the white man's religion. Your education is as good as the white man's religion. When you understand why our Bible and Koran carrying brothers and sisters defend Jesus and Mohammad as their savior, you will understand why you defend your education as a good thing.

You all educated people in Africa must swallow your pride and drop your egos, then, come to the realization the supposed education you have is no better than the white man's religion. Your education is also a product of the white man's deceit; therefore, you are also as brainwashed as any Bible or Koran believing African. Again, a reason the Emir of Kano, Sanusi Muhammad II, said "*every African is a victim of colonialism*". We all have been fooled!.

In fact, that is why Lord Kwame Nkrumah, the father of African independence, after schooling in three universities in USA and Britain and earning lots of degrees, came back to Africa with all his degrees and he shed tears saying "*western education is a fraud*". Lord Nkrumah was lucky enough to be in America during the days of Marcus Garvey. He listened and adopted Garvey's philosophy and was intelligent enough to notice something was wrong with education in Africa. He even feared education in Africa would eventually create what Bob Marley called "educated fools" who would collaborate with white people to re-colonize Africa in future. He is not far from the truth because we are already heading there!.

As I said previously, when the languages of people are destroyed, their culture would also be destroyed over some hundreds or thousands of years. Meaning, if we continue in western education, our native languages would go into extinction over a few hundred or thousands of years, and we will practically become foreigners in our own land!. If we continue the way we are going, in the future, we could actually become more British than the British. In future, our brothers and sisters in Francophone African countries could actually become more French than French people. We would totally become a lost people without any recollection of ourselves. This way, we by ourselves will continuously create brainwashed Euro-Afro hybrid elites (neither European nor African in mindset) who act as a conduit for further exploitation of Africa. The colonialists would have succeeded in training puppies (dogs) to behave exactly how they wanted us to behave!.

Ultimately, what western education brings to people are; first: **the destruction of language**, second: **the destruction of culture**, third: **intellectual slavery**, fourth: **poverty and learned helplessness**.

The only way we can have real education and development in Africa is to discard western education and create our own model of education. The same way we abandoned Hollywood movies in the early 90's and created our own movie industry-Nollywood. Yes, we can!.

As it stands today, though the white man is no longer in Africa to officially execute colonialism, but by holding tight to western education in our schools, we now act as self-replicating robots, sustaining, nurturing, and expanding colonialism and intellectual slavery, all by ourselves. Sadly, this was the original purpose the colonialists wiped out our traditional form of education and introduced their brand of education into Africa. Incredibly, education in Africa is still perfectly serving it's original purpose, even many years after the so-called independence. It is so sad!.

Just in case you still want more information on the impact of intellectual slavery on Africa and African scholars, let me make it clearer below with an Example.

Imagine a British man came to Nigeria to study Yoruba language. He then wrote a book using Yoruba. Who do you think would benefit more from such book? Answer: Yoruba people.

This imaginary British man would have helped the literary development of the Yoruba language, no matter how little. He would have coined so many Yoruba words that would sound half-English and Half-Yoruba, thereby helping enrich the Yoruba language in the long run. Why? Because, any language will naturally expand as long as it is in use in daily life and not relegated to the back seat. It would also naturally start dying when it interacts with another language that dominates it.

Imagine Chimamanda Adichie wrote all her books in Igbo language. Who do you think would benefit more from her books? Answer: Igbo people.

She would have helped us coin native Igbo words for; Click, Download, Upload, Hexagon, Oval, Pentagon, Octagon, Nonagon, Decagon, Rectangle, Rhombus, Semi-Circle, Square, Trapezoid, Triangle, etc. The Igbo language would have been enriched by her.

Imagine Chinua Achebe wrote all his books, say; in the Hausa language. Who do you think would benefit more from his books? Answer: Hausa people.

He would have helped the Hausa language as stated above.

Imagine Wole Soyinka wrote all his books, say; in Bini language. Who do you think would benefit more from his books? Answer: Bini people.

He would have helped them coin native Bini words for; Database, Website, Homepage, Hexagon, Oval, Pentagon, Octagon, Nonagon, Decagon, Rectangle, Rhombus, Semi-Circle, Square, Trapezoid, Triangle, etc.

Other languages like; Japanese, Chinese, Russian, Korean, etc., have native names for; Click, Download, Upload, Database, Website, Homepage, Hexagon, Oval, Pentagon, Octagon, Nonagon, Decagon, Rectangle, Rhombus, Semi-Circle, Square, Trapezoid, Triangle. But we don't because nobody works for the literary development of our native languages. We don't have any respect for ourselves!.

Note that Soyinka or Chimamanda would not have woken up one morning and start making-up those words. Rather, they (themselves) would have needed those words to express themselves in their various books and writings. And in the

process, they would naturally invent new words to enrich our various native languages. We the people would, in turn, read their books and start using those words in daily life. That is how William Shakespeare and Milton did it for the English language, and that is the way it is in Japan, China, Korea, German, etc. Their writers, scholars, and society as a whole keep enriching their languages, perpetually.

You may ask; who would buy the books if written in our native languages?

This question exactly mirrors the question I was asked by the shopkeeper, when I went looking for the native keyboard. The shopkeeper asked; what are you doing with the keyboard?

Let me tell you the answer.

It is because we accepted western education; hook, line, and sinker, that is why our languages got destroyed, in the first place. Our languages got destroyed because instead of our schools demanding “credit” in our native languages, our schools require credit in English language instead. That is why; you cannot find people who can read their books.

It is also for the same reason that I am writing this book in English. Even as I know there is a problem, but I don’t know how to write this book in my native Igbo language because we have destroyed our languages. This book is about getting us understand the danger it poses and then reset our minds; else it is all going to naturally lead us to re-colonization and re-enslavement of Africa. I already explained how this would happen.

It is because we have destroyed who we are as a people, that is why we have no prominent writers in our native languages. Like Emeka, we followed the white man’s instruction; hook,

line, and sinker; that is why we lost ourselves. And I keep asking one question; where is the soul of the African?

It is because we have destroyed our languages through western education that is why we don't have such prominent native authors, in the first place.

It is because of the above reasons that nobody uses keyboards made in our native languages. Ultimately, that is the reason I could not find our native keyboard in shops.

I could not find the keyboard, because we the African people are still running on the minds of slaves, and have placed priority on English and French language in our schools and in society. We are still running on the operating system (OS) the Europeans installed on us many years ago.

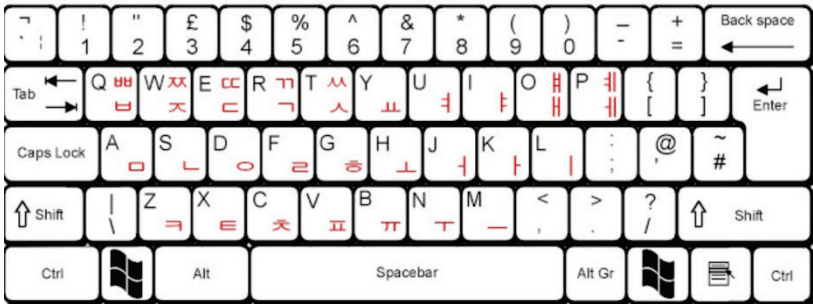
I could not find the keyboard, because we are submissive to western intellectual control. And that is why Africa is backward, poor and keeps being used and re-used.

The way I see things going, if something is not done to re-invent education throughout Africa as a matter of continental emergency, Africa would be re-colonized in the next 40-50 years. History will repeat itself, though it would be a different type of colonialism. If education is not re-invented all over Africa as a matter of urgency, we will get to the point of no-return within 30 years, and into an everlasting western control.

Other countries of the world know this fact, and they fought it off, through real education created by themselves.

That is why it is not like that in Korea!.

Korean Keyboard



That is why it is not like that in China!.

Chinese Keyboard



That is why it is not like that in Russia!.

Russian keyboard



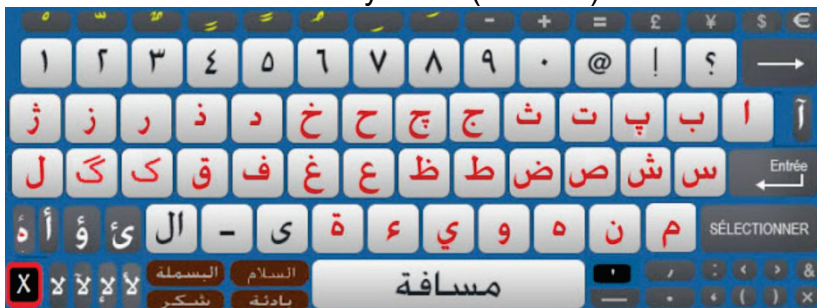
That is why it is not like that in Japan!.

Japanese keyboard



That is why it is not like that in Iran.

Iranian Keyboard (Persian)



That is why it is not like that in Saudi Arabia

Arabic keyboard



The above countries are living people!. They are alive!. They understand exactly what I'm talking about, and my blog gets a lot of visitors from them. A Chinese professor once emailed me from China, and he asked me; does Africans understand your message? Because if they do, he said *"Africa will suddenly wake up and will totally disconnect from imperial control like we did in China"*.

Guess what?

I also found out that any country that knows or is trying to do something about what I'm saying, have some sorts of friction or have had some sort of friction with western nations in the past. Why? Because they don't want you to be FREE!.

If you go to Japan, China, Russia, Iran, Vietnam, Korea, you would see that their scholars publish their books in their own native languages, first, because they are running on their own operating system (OS). They value their languages like independent people should. They also learn in school in their native languages.

If you go to the above countries, you would see their keyboards are in every store, because they value their languages like independent people should. They are living people and their native keyboard industry will never die.

Africans should pay priority attention to our languages in schools.

We are no longer in slavery, for God's sake!.

We are Africans!. We are not Europeans!.

We are Africans!. We are not Americans!.

Or, are we dumber than our ancestors, such that we cannot get over mental slavery? Our ancestors would have thought by now we would have kicked everything resembling slavery out of Africa.

Indeed, it is possible to kick out any resemblance of slavery and colonialism out of Africa. Other civilizations have proved it is possible. We are not the only people that were colonized. China was once partly colonized by Japan, Britain, and a host of other western parasites. But China, like many other Asian countries, have learned their lessons. If you go to China today, there is no trace of Japan or British past in their country. China so much kicked Japan out, so much that it is almost a crime for a Chinese to marry a Japanese.

I am not preaching hatred though, but just stating the facts. I particularly love Japanese people. Japan is the real world power, if Japan were as big as China, they would have remained the No.1 world power forever. Even the US would not have come close to their might.

If you go to Japan, you will find abundant keyboards in Japanese.

If you go to Korea, you will find abundant keyboards in Korean.

If you go to Arab nations, you will find abundant keyboards in Arabic.

If you go to Russia, you will find abundant keyboards in Russian, etc.

Asians have realized their mistakes and have restructured their system of education, placing priority on their native languages in schools. Even Malaysians and Indonesians that used to be as stupid as we are have learned from their mistakes and have

woken up from their slumber. If you go to these countries, you will see they pay priority attention to their native languages in schools and you can as well buy keyboards in their native languages.

We Africans should make a U-turn. We need to jettison English language and French in our schools because English and French in our schools are silently destroying our languages. It is quietly destroying our cultures, and who we are. English and French in our schools is a disaster!.

Whatever you do, always remember that English language is not the standard for learning. Always remember that French language is not the standard for learning.

If English or French is the standard for learning; how come Japanese people understood physics, chemistry, biology, mathematics on their own?

If French is the standard for learning; how come Koreans understood sciences and built technological wonders without speaking French? How come the Japanese built technological wonders and went to the moon on their own terms, in their own native language?

It is because Japanese people learn on their own terms and in their native language that a Japanese scholar/intellectual using his native language would be better able to transfer his knowledge to anybody in his village, whereas an African scholar would find it difficult doing the same. This is simply because there are no native words to discuss scholarly works in Africa and that in itself is because we have allowed our languages to die.

We need to pay priority attention to the development of our native African languages in schools and society, because everything we do in English language, including this book, is only advancing English language to the detriment of our native

languages. I have to use English because I am also a victim. Unfortunately, I am a victim by default. But at least, I understand there is a problem. Definitely, there is a problem, if I am unable to express myself in my native language, whereas I can do so in a foreign language. What a mess!.

Of course, I would have loved writing this book in my native Igbo language before translating to English, but education in Africa has failed me. Western education has fooled me!. I have lost the power to write in my own Igbo language because our inherited brainwashing education could not get me master writing in my native Igbo language in school. Instead, I was schooled to master a foreign language at the expense of mine. And we say slavery is over?

But there is nobody born and schooled in Japan that cannot write and speak Japanese.

There is nobody born and schooled in China that cannot write and speak Chinese.

There is nobody born and schooled in Britain that cannot read and write English.

There is nobody born and schooled in France that cannot read and write in French.

There is nobody born and schooled in Korea that cannot read and write Korean.

There is nobody born and schooled in Germany that does not read and write German.

There is nobody born and schooled in Russia that cannot read and write Russian, etc., etc.

Shame on African educationists!. Shame on African scholars!. The so-called educated people in Africa are the dumbest among us, and they have no idea the colossal dis-service they are doing to the African people. How could an African go to school to master the English language, but without learning his own? Sometimes I think about the amount of stupidity involved in this, and I just cry.

The reason I could not find keyboards in our native African languages is because we have killed our native languages by ourselves, all in the name of education. We Africans seem to be fine-tuned for eternal stupidity. This includes scholars, intellectuals, educationists, celebrities, presidents, ministers, governors, everybody. But I won't be part of it. If nobody cares to take action or help me take action, I will either hang myself or leave this continent. I will never be a slave in my own Africa land!.

Unless we pay priority attention to our native African languages in school; students for example; would not be able to conceptualize science subjects like Biology, Chemistry, Physics, Mathematics. I addressed the impact of intellectual slavery on science education in the next chapter.

We cannot continue to consider ourselves as free and intelligible people when in reality we are entangled in new forms of slavery; intellectual slavery, technological slavery, economic slavery. Intellectual slavery has gotten so deep in Africa that some African parents prohibit their children from speaking their own native language at home. Instead, they want their children not only to speak English, but to speak in the British accent. What a shame!.

An investigation by the Vanguard newspaper in schools around Garki, Gwarimpa, Wuse, Asokoro, and Maitama in Abuja, the capital of Nigeria, revealed that the teaching of British accent has been included in the school curriculum. The classes

developed to satisfy such parents were named ‘phonics’, ‘elocution’, ‘enunciation’ and ‘diction’.

Such parents believe having their children speak in British accent gives them a feeling that they are receiving proper formal education; unlike the standard without British accent. They argue since English originated from Britain, it is important children learn to speak it in the appropriate accent, adding that it would help the children to relate better to people abroad.

Mrs. Christina Ayuba, a businesswoman with four children, said she was glad that her children were being taught British accent in school. She said although she did not fully understand them, she was proud that they spoke that way, as it made her feel like she was giving them the best education.

According to her “I feel the pride of a parent when my children go out, and people envy the way they speak smartly in British accent, at least, I won’t be bothered if they go abroad. They would be able to interact with white people and understand them when they talk. It is something every parent should pay for to improve the children’s English language.”

Another parent, Mr. Oyietari Oboro, an engineer with two children, told the news agency of Nigeria (NAN) that he hired a tutor to teach his children British accent at home; in addition to lessons, they receive in school.

These highly mis-educated African parents from hell are the worst thing that could befall a society because with such parents, we are assured to perpetually keep walking away from ourselves and indeed to become foreigners in our own lands in the future. Talk of someone destroying himself by himself!. They are so dumb that there are no words to explain it. All I can do is cry. Sometimes, I begin to wonder whether there is something divine working against our brains in Africa that

make us consistently rationalize our stupidity. The trend is so worrying that you now hear some parents in Abuja metropolis bragging in public that their children can speak in British accent better than yours. To them, education is complete when their children speak in the white man's accent.

Yes, indeed, when an African begins speaking in British accent the education (indoctrination) is complete!. Your education is indeed complete and you have become a white man in black skin!. That is exactly why the colonialists gave us education.

But in Asia, they did exactly the opposite, and that is why they began to develop. They dropped French and English as the primary language in schools and wider society. To free themselves, Malaysians, Indians, Indonesians, went as far as refining an old Japanese system of mathematics that uses the principle of the abacus, and have had them introduced to schools in brand names such as CMA and UCMAS.

UCMAS for example; have proved so effective in solving mathematics that even western nations are copying UCMAS from Asia. When we stop this slave mentality and develop a system of education as it suits us, even western nations would copy us.

Final note.

Please, don't get me wrong when I say Soyinka or Chimamanda. This is not about Soyinka or Chimamanda. I am talking about a system that has been there before they were born. I am talking about the machinery of intellectual slavery, installed by Britain and France, and which is killing our languages, and who we are as Africans. Unfortunately, we remain too blind to see the impact, even when they are under our noses.

The education of a nation must not be copied or imitating what and how the west learns. We do not have to mirror education from the viewpoint of western nations. We Africans must create a system of education where we choose what we want to learn, how we want to learn, what we ought to use as examples, what we ought to use as references, what we ought to use as historical references, etc. In order to begin real learning, we must jettison the old system of education and curriculum inherited from Britain and France; otherwise, we will keep running round in circles forever worshiping white people as the custodians of knowledge. And of course, it is for the same reason we depend on them for all other things.

Bob Marley, quoting Marcus Garvey, said “*Emancipate yourselves from mental slavery, cause none but ourselves can free our mind*”. Yet, we Africans keep sinking deeper and deeper into the abyss of colonial traps set for our ancestors many years ago by white people.

Even fishes in the sea are increasingly learning how to escape the fisherman’s net. Rats are increasingly getting wiser and evading traps set for them at home. Yet, we Africans are unable to dig ourselves out of poverty of mind. We have gotten so stupid that even white people rhetorically ask themselves; when will Africans be wise? You will learn about two of such white people in the next chapter.

The question I get asked often

The two major questions I often get are:-

(1). A country like Nigeria has more than 300 native languages; what common language should they use for learning?

I will answer these questions below:-

The question of what language to adopt as a universal language should not even arise. This question arises because you are still locked in the box Europeans placed us. So, I'll have to help you break out of the box first, before I even answer the question.

Look, education does not mean speaking English fluently. Inability to speak English does not diminish your intelligence!.

Speaking English does not equate to education because education could be acquired in "any" language. Long years of slavery and colonialism is the only reason we have reduced education to something that must happen in English.

Are Japanese people not educated?

Are Russians not educated?

Are Chinese not educated?

Are Koreans not educated?

Not everybody in Britain is educated. There still exist illiterates on the streets of London who speak good English but are not educated.

Not everybody in France is educated. There still exist illiterates on the streets of Paris who speak good French, but are not educated, because, education itself does not amount to speaking English or French, but giving and the acquisition of knowledge using a language, ‘any’ language. And it is best if you do so in your own language.

Education can still occur in our various native languages, even in present Nigeria. The curriculum may remain the same nationwide, but the actual knowledge acquisition would happen in our various native languages. So, if you are an Igbo, you will

learn and write your exams in Igbo. If you are Yoruba, you will learn and write your exams in Yoruba. If you are Hausa, you will learn and write your exams in Hausa, etc. Remember, this does not mean our schools would stop teaching English. English would still remain simply as a subject in school, just like every other subject, and not a way of life as is today.

White people themselves understand the need for using our native languages in passing messages, and you see this whenever there is a global disease scare, and the world health organization (WHO) wants to send information worldwide. Their policy includes making sure such information is translated into almost all languages in the world to make sure they carry everybody along. Doing this in our classrooms is exactly what we ought to be doing. It is our indoctrinated state of mind that is preventing us from appreciating our native languages and using it for knowledge acquisition. If we did not have any contact with Europeans, we would have been doing that naturally.

In fact, Jehovah's witnesses are already doing so, and I snapped the below pictures from their stand sometime as a proof. They publish their watchtower and awake magazines in various languages, but all of them are saying exactly the same thing, while the knowledge acquisition itself happens in the languages of the readers. Education acquired in mother's tongue is the true meaning of education.

All these books are saying the same thing



When we begin studying in our various native languages, knowledge would explode and even overtake us. We will begin challenging western views and theories as we will start seeing things from our own perspectives!.

Right now, we cannot challenge western views because we think "flat" in a single English point of view imposed on us through slavery and colonialism. In Francophone African countries, they think flat in the French worldview imposed on them. When we liberate ourselves from this intellectual slavery, we will enter into a new age of cultural and academic revolution across Africa. It happened in Britain itself. Remember, Britain was also colonized and during their times of captivity, they also spoke the language of foreigners. Once upon a time, Britain spoke Greek, German, French, Latin, which were the language their captors gave them. The last chapter will throw more light on this.

In the 1600's, Isaac Newton while in a meeting with fellow British scientists (who spoke Spanish, German, French) which was the language of educated people in Britain at that time, discovered science could better be discussed in their native English language. They then began translating science words from Greek, German, French, Spanish to English. That is why

if you look up the etymology of most words in your various science subjects, you will discover the root words are Greek, Latin.

Has somebody programmed our minds that knowledge acquisition cannot happen in our various native languages?

Has somebody programmed our minds never to question the education given us by Europeans?

Has somebody programmed our minds that our languages are inferior to English and French?

IMPORTANT: I don't like the idea of the curriculum being the same, I simply cited that as one way it could be done. Actually, when we liberate our minds, every language should go on exploring education in their own ways. That is what education is all about, to begin with. Education is about using "your own language" to explore and understand EVERYTHING.

(2). But people like Kwame Nkrumah, Nnamdi Azikiwe also got this education, and they were able to free us from colonialism using it. So, how could education be the problem?

Indeed, Kwame Nkrumah, Nnamdi Azikiwe, and co., were educated. But, the education they got was just enough to give us our POLITICAL freedom, not our ECONOMIC freedom. That type of education has already served its purpose!. We are mostly already politically free, but not ECONOMICALLY sound.

We are not adding to what Nkrumah and Azikiwe learned because we did not create this education. What we need now is re-invent education and create the type that would set us free from western psycho-cultural control, intellectual slavery, and economic bondage. Once we do that, we will rule the world.

Nkrumah and Azikiwe were different from the start. They were lucky because they knew what it meant to be African before Europeans wiped out our African ideals, philosophy, values from the face of the earth. They both carried the masquerades and did the rituals as their respective cultures require in their communities in Ghana and Nigeria. You have to understand they were not polluted with any form of external learning before the arrival of Europeans. They have learned according to African tradition right from childhood, so they knew what it meant to be full undiluted African. Their African identity was intact even as they were under colonialism. Both Nkrumah and Azikiwe spoke their native languages very fluently with idioms, and would always use it to address people whenever necessary, unlike our elites of today. These days, if a so-called educated African want to talk to his people, he would be the one to expect you to talk to him in English. And when he speaks, he will activate his slave brain and elevate himself with “big” grammar to prove to you he speaks the language of the master better than you.

It is unlike today, our first learning as children whether at home or school begins with “A” is for Apple, “B” is for Bread. Next is greeting “good morning” in the morning, “good afternoon” in the afternoon, and “good night” at night time. On Friday, the family go to the mosque to pray, or if they are a Christian family, they go to Church.

Once a child is born in Africa today, that child would automatically start right there to be de-Africanized, even before formal education begins.

That was not the case in Nkrumah and Azikiwe days. Nkrumah and Azikiwe were not brought up that way, so they had their African mindset intact even while in colonialism. They both worshipped according to the African tradition, learned all the leaves in the forest and its uses; both for food and medicinal

purposes. They were undiluted Africans, and they knew what African tradition required of them.

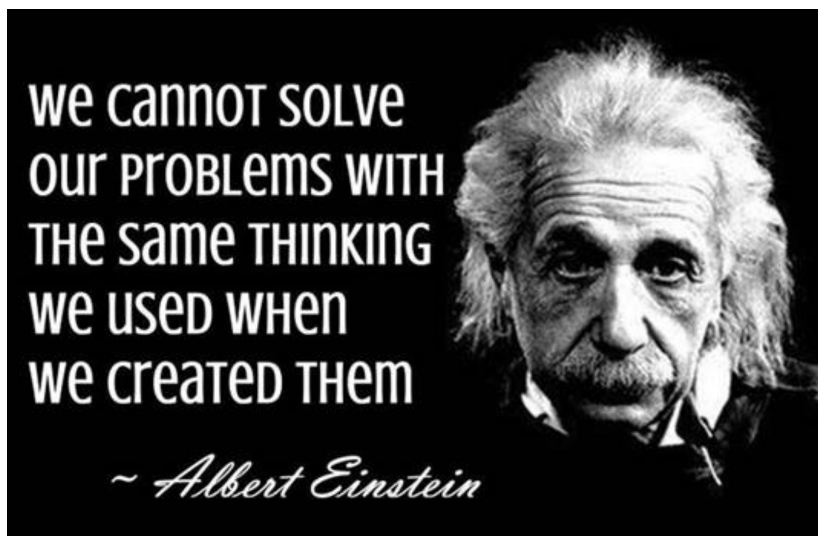
As it stands today, we are the ones personally sustaining and escalating the psycho-cultural control, intellectual slavery, and the economic bondage imposed on us, through what we call education. In fact, we are no longer able to use this same education to outsmart white people like Nkrumah and Azikiwe did.

Nkrumah and Azikiwe outsmarted Europeans with their education!. Have we done the same today with our own education? No.

Africans born from 1940's till date is a total failure. They have done nothing to build upon the achievements of Nkrumah and Azikiwe days. Otherwise, we would have realized long ago the type of education we need today is the one that would set us free from dependency, and to stand on our own feet rather than begging for foreign aid. The type of education we need today is the one to set us free from psycho-cultural control, intellectual slavery, and economic bondage. We need the type of education to build our own cars, airplanes, ships, fast train, submarines, go to the moon. We need the type of education to be better than white people and to rule the world. That type of education is not happening today.

As problems evolve, the solution must also evolve; otherwise, the problem cannot be solved. White people are very cunning and dynamic, so the equation has changed a long time ago!. The education we have today have us stuck in the past. We cannot industrialize with that type of education. Today, we live in a new world with new realities, and we cannot solve our problems today with the same type of education Nkrumah and Azikiwe got.

"We cannot solve our problems today with the same thinking we used when we created them"..... Albert Einstein.



CHAPTER 3

(Consequence)

Africa cannot develop without investment in grassroots science
African school of grassroots science: a solid foundation for Africa's development

Information the west don't want you to know

This chapter contains a revelation about why Africa is scientifically, technologically backward and poor, and also the solution. Of course, both chapter 1 and chapter 2 are the FIRST and SECOND steps of our problem. This chapter is a metamorphosis of chapter 1 and chapter 2, and it's direct consequence. Here I am going to deal with how the education we have is one of the major reasons for our scientific and technological backwardness, which is the reason for the conspicuous poverty we see in Africa.

As I said in the first chapter, you cannot solve a problem if you don't understand "why" and "how" that problem originated and is being generated in the present. In brief, below are the three steps that created and still cause our poverty in Africa today:-

Step 1 (cause): Wrong frequency via imposed language > installs the wrong operating system (OS) or software on our mind via western education > which causes philosophy mismatch or you may call it subconscious bias. Subconscious bias has been described as a situation where someone rationalizes authority as truth, instead of truth as the authority. We have accepted authority i.e imposed language, education,

and religion as our truth. This is the origin of our problem in Africa (Discussed in chapter 1).

Step 2 (effect): It results to intellectual slavery > Post Traumatic Western Education Syndrome (PTWES) or subconscious identity crises > Euro-Afro hybridization of an African > Learned helplessness > Lack of harmony with self and the populace > Putting Square Pegs in Round Holes Syndrome (PSPIRHS) > (Discussed in chapter 2).

Step 3 (consequence): Lack of scientific know-how > Lack of innovation > Political, economic, social problems > Looking up to white people as standard > Looking up to white people for solutions > Inferiority complex > Poverty (Discussed in chapter 3).

However, I must make it clear that the root cause of our problem is not lack of scientific know-how, lack of innovation, poverty, political, economic, social problems. All these problems you see in Africa are SYMPTOMS caused by Step 1, which shows the effect in Step 2. The root cause of our problems in Africa today is that we have been tuned-off frequency, and we are no longer people rooted in our own African ideals and philosophy as it should naturally be. In the name of education and mastery of the language given us by the colonialists, our brains have been altered and we now walk around like hybrids with experiences that don't belong to us. Each time we sit in the classroom learning in a foreign language or even talk to ourselves in English or French or any other foreign language, a surgery is being conducted in our brains without opening the skull. Please see the bibliography or do your own personal research on **language and the brain**.

Our real problem in Africa is Step 1 and Step 2, which is like the CAUSAL realm. The CAUSAL realm is a metaphysical world, and you cannot see it. You must get beyond the illusion to not just understand it, but inner-stand and over-stand it. The

reasons in the CAUSAL realm are what conspires to create our visible situation or problem. The problems or symptoms that are visible to us is just an illusion!. As stated at the beginning of this book, the CAUSAL realm is where our problems are created and they would later manifest as ALL the problems our leaders and others are looking for the solution to no avail. The reason they cannot solve or even identify our problem is because when we become intellectual slaves, we also become like one unit added to the problem we are trying to solve. The result is all the problems we have in Africa; such as political, economic, and social, problems. Again, our political, economic, social, problems in Africa are only SYMPTOMS caused by the first two steps. Sorry, I don't deal with treating symptoms, because when we solve the first two steps, the problems in the third step would take care of itself naturally. However, in this chapter, I picked out one of such symptoms (lack of scientific and technological innovation) which in turn contributes immensely to our overall poverty pool.

We Africans should not get comfortable with the language, education, and religion given us by foreigners. Africans should begin questioning everything. When you begin questioning authority, the third eye, which is that invisible extra perceptive organ that lets you see beyond the illusion, will open. When the third eye is opened, you come out of any illusion and you begin to see what is in the CAUSAL realm instead of what is in the EFFECTUAL realm or symptoms.

In the realm of EFFECTS or symptoms, we see things, but all that is an illusion. In the real of EFFECT what we interpret as reality is actually an illusion, therefore, we see symptoms of a problem and we waste money treating symptoms instead of the cause of that problem. But in the realm of CAUSE, we deal with the unseen by going beyond the illusion, and when you do this, you will be able to see what is hidden behind the curtain. This book was written to tell us what is in the realm of CAUSE, hidden behind the surface. When you understand

what's hidden behind the surface, you will begin to (1). understand, (2). inner-stand, (3). over-stand.

According to metaphysist, Phil Valentine, ‘when we talk about ‘understanding’, it means that we are still under the illusion.

When we talk about ‘inner-standing’, we are talking about that which comes from an inner illumination beyond what is perceivable with our sensory organs- eyes, ears, skin, nose, etc.

When we talk about ‘over-standing’, we are talking about seeing things from a higher perspective, from a vantage point not accessible under the illusion.’

Under-standing + inner-standing = over-standing.
Understanding alone, remains an illusion, until you innerstand and overstand.

In Africa, we don't understand the metaphysics or even the philosophy of our poverty. That is why we always end up treating symptoms. But to have a holistic view of reality, you must see both what is in the CAUSAL realm and what is observable as EFFECT or symptoms. Only the knowledge of the CAUSE and EFFECT will then give you a holistic understanding of reality. That unseen aspect is the importance of LANGUAGE and SPIRITUALITY to the overall well-being and development of a society.

The reason for our continued backwardness and enslavement in Africa is composed of two parts; namely: (1). Intellectual slavery (2). Spiritual enslavement.

The system of education inherited from our various colonial masters which removes our native languages from knowledge acquisition, enslaves us intellectually, while foreign religions enslaves us spiritually. Intellectual slavery plus spiritual enslavement has us locked down in our consciousness

evolution, and therefore, we cannot evolve to be able to solve our problems by ourselves on our own terms, but on the terms of those who gave us LANGUAGE, EDUCATION, RELIGION. Those who gave us language, education, religion, creates our reality, and they still have us in their pocket.

For many years, I couldn't reconcile religion as one of the causes of our underdevelopment in Africa. I thought to myself that since Shintoism is also practiced as a religion in Japan, and Confucianism in China, so religion cannot be a hindrance to development. It never occurred to me that because those religions are indigenous to China and Japan, it would not hinder spiritual well being and overall social development. The reason religion in China or Japan cannot be a hindrance to their development is because the religions they have evolved through their voluntary participation in nature. So, there could be no conflict with their culture or social wellbeing.

In our own case in Africa, Christianity and Islam, were imposed on our ancestors with all it's inefficiencies carried over from the Europeans and Arabs who gave them to us. This includes the numerous evils growing legitimately out of these beliefs- among them the most important of which is it's cramping effect upon the mind of the believer, which obstructs the rational use of the mind, logic, reason, and overall mental growth, and thus constitutes a serious obstacle to the progress both of the individual and society at large. That's for religion.

Your language is your reality, and a language is simply SOUND. What happens is that as you read this (English) your brain begins interpreting sounds as if you are an English man. After many years of having that as your primary language, you will lose your power of processing your thought, in your native language- every well educated African already does that. Worse is that nature will archive that new behavior in your genes, which you would then pass to your children. As a matter of fact, my research shows children born in anywhere from

middle class and elite African families already has a form of natural alienation from African languages. Eventually, we will create a sub-human race who would be black in skin color, but would no longer be African in thinking. This is how our re-enslavement will happen, and we are already on course to make ourselves slaves in the future.

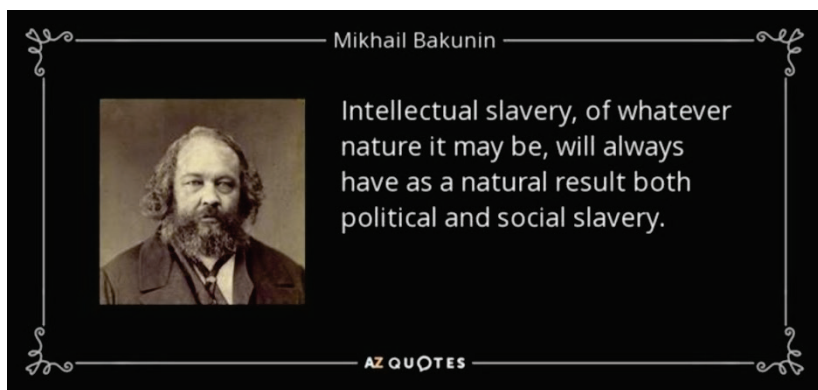
African leaders and all the other partners helping to solve our problems, honestly don't understand "why" and "how" our problems are being created. It is not as if the solutions they are offering are not good per se, but I am sorry to say it won't work, because all the solution everybody is offering amounts to treating symptoms. That is why one of the reasons I wrote this book is to inform Africans how our poverty is being generated, so it could help those in position of power to make the desired change.

You can think of this book as the general relativity theory of poverty in Africa. When you understand this book, you will understand that the root cause of our poverty in Africa is the wrong operating system (OS) installed in us by Europeans. This OS mismatch or philosophy mismatch metamorphoses into intellectual slavery, post traumatic western education syndrome (PTWES) or identity crises, which in turn is responsible for our putting square pegs in round holes complex or "learned helplessness" syndrome. It is not Africa alone that suffers this problem, but all the colonized countries in the tropics; such as India, Africa, Philippines, Haiti, Brazil, Venezuela, Colombia, Argentina, Peru, Mexico, Jamaica, and all other South American countries, suffer this same problem in varying degrees. In the name of education and mastery of the languages imposed on them by the Spanish conquistadors, French, English, Portuguese, the native Americans have been tuned-off frequency, and like Africans are also walking around like hybrids with experiences that does not belong to them. We both have the same problem of OS mismatch or philosophy mismatch, which metamorphosis to all the other problems we

have. The reason poverty is even worse in countries like Haiti and all the other black nations in Latin America, Caribbean, and West Indies is because they are completely a brand new race (a hybrid race) created over there by Europeans. Haiti for instance; neither runs on African OS nor French OS nor Native American OS. So, as you can imagine the degree of their Post Traumatic Western Education Syndrome (PTWES), the attendant identity crises and learned helplessness would be at it's peak. Such countries; like the other colonized nations in the tropics must define who they are before they even begin to talk about development. Even African-Americans still have a degree of the same problem because of their inherited African gene. Fortunately for them, they are immersed in the culture and education of their captors, such that the captives and the captors have become one and the same culturally. What American-Americans are today is what Africans would become in the future, beginning with black South Africans, if we fail to take control of education and language to re-wire our brains back to African consciousness.

This putting square pegs in round holes (learned helplessness) syndrome in itself is the reason we are unable to realize the above three simple steps as the sequence of our poverty. As I said earlier, Russian philosopher, Mikhail Bakunin, noticed this phenomenon in the 1840's and he said *"intellectual slavery, of whatever nature it may be, will always have a natural result both political and social slavery"*. What Bakunin is saying here is that when an external entity decides what constitutes knowledge to another society, there will be political and social consequences in the nature of self-sustained slavery. He missed economic consequences, though. The effect and consequence in all the colonized nations in the tropics are the same as those we face in Africa. It is the result you would get, and it is NATURAL!. It is the philosophy mismatch we try to resolve in school to no avail that would eventually manifest itself as: - PTWES, identity crises, PSPIRHS, learned helplessness, the political,

social, and economic consequences he talked about. Indeed, we formerly colonized nations now have what it takes to enslave ourselves forever!. If I had the resources, I would travel to Russia to study this man, because whatever he was thinking when he made that comment is the same thing I am thinking.



The reason we cannot solve our problems in Africa is because we are busy treating symptoms when all that we need to do to develop is change the system of education given us by Europeans and let our minds run on our own operating system OS. Once we do that, everything else will fall in place. Japan did so. Britain did so. Vietnam did so. Indonesia did so. Malaysia did so.

I don't know what problem in life that worries you. Maybe you want to buy an airplane; maybe you want to get a wife, perhaps you want to build a house. Whatever your aspiration, I appreciate. For me, my own worry has been to understand why Africa is scientifically and technologically backward and poor. It got to the point that when walking on the street, I would be talking to myself, asking "why is Africa not manufacturing airplanes?". When sitting on the toilet, I would be asking myself "why can't Africa go to the moon?". When sleeping, and if I wake up in the midnight, I would be asking myself "why is Africa poor?". When taking my bath in the bathroom, I would be asking myself "what is causing poverty in

Africa?’. In 2012, these types of question had consumed my whole life, and I could not think of anything else. It got to a point some of my friends would often notice my solemn composure and would ask me ‘is everything ok?’. Of course, they had no idea what I was trying to resolve.

Finally, and fortunately, I was able to crack the reason for our poverty in Africa, and that is why this book was written. This chapter actually came to me as what could be described as revelation, intuition, research, God. Call it whatever you like. Of course, I am not talking about the God of religion, but I have no other way to describe it. The easy explanation is that everything I have ever wondered about why Africa is poor, culminated to this chapter. I could have written this chapter without the chapter 1 and chapter 2, but if you don’t understand chapter 1 and chapter 2, you would not understand the origin of our poverty.

Let me say, I am not a religious person, so when I say, God, it means something else to me. However, if you want to know my definition of God, below is a clue left by Albert Einstein. When Einstein got this type of revelation to solve his general relativity theory, he described it as "the best thought of my life." And when he was interviewed on separate occasions and was asked whether he believed in God, he replied as follows:-

Do you believe in God?

“I am a deeply religious nonbeliever. This is somewhat a new kind of religion”.

..... Albert Einstein, in a letter to Hans Muehsam, March 30, 1954.

Do you believe in God?

“I believe in Spinoza's God who reveals himself in the orderly harmony of what exists, not in a God”

who concerns himself with fates and actions of human beings.”

..... Albert Einstein, upon being asked if he believed in God by Rabbi Herbert Goldstein of the Institutional Synagogue, New York, April 24, 1921.

Do you believe in God?

“I have repeatedly said that in my opinion the idea of a personal God is a child-like one. You may call me an agnostic, but I do not share the crusading spirit of the professional atheist whose fervor is mostly due to a painful act of liberation from the fetters of religious indoctrination received in youth. I prefer an attitude of humility corresponding to the weakness of our intellectual understanding of nature and of our own being.”

..... Albert Einstein, to Guy H. Raner Jr., September 28, 1949.

As you can see, God or revelation has nothing to do with religion!. I am a deeply spiritual person and can ascend higher in the spiritual realm than what the world's religions have to offer. I think disbelieve in God arise because people are making the mistake of seeing God from the perspectives of religion. Just in case you are one of such people, I will like you to know that religion is not the only way to interpret God. As Einstein has shown, God has nothing to do with religion!. That is by the way.

Let me begin by saying this message is not for the weak heart or Afri-skeptics, but for those who truly believe in Africa. I mean those who "think Africa" whether in diaspora or living here.

Let's go!.

I grew up in a village in Africa. When I was younger, I was always fascinated by nature. By age 12, I had already been questioning where humanity comes from and why we exist on earth, even though I did not know philosophy had a name. How things were and are made always fascinated me.

I remember when I was about 12 years of age, I once went into the forest and decided I would not return home unless I see God. Nothing happened after what would be over 8 hours, and I went back home as it was approaching evening. When I remember it today, it tells me how deep my fascination about nature and trying to solve the purpose of our existence had been for many years. I just wanted to understand; why am I in this world? Where did I come from? Of course, I came from my parents, who themselves came from someone, who came from someone, who came from someone, who came from someone, and so on. But there has to be a point where there were nobody and nothing, which means “nobody and nothing” whatever or whoever it is was never created and had to create everything. Could it be when we say “nothing” we don’t actually mean literally nothing? Could it be when we say “nobody” we don’t actually mean nobody literally? Nobody is a name of person! It is the name of Mr. Nobody X. I know for sure whenever we say “nothing is there” that is a lie. All you need is a microscope, and you will see a whole lot where you thought there was nothing. So, even nothing is Mr. Nothing X.

Therefore, something must have been there that created those that gave birth to those, that gave birth to those, that gave birth to those, that gave birth to those, and so on, that gave birth to me.

At home, we had lots of domestic animals, including fowls and goat herds, so as early as seven years of age, I would watch female goats give birth to a newborn in my own eyes. Sometimes, I would even help the mother goat by spraying a little bit of salt on the newborn goat so the mother goat can

easily enjoy leaking off the tissues and ligaments and little soft flesh that covers up the newborn goat just after birth.



A goat gives birth

Once the baby goat is born, it takes less than 30 minutes, and the newborn goat would independently find her mother's breast for milk. This is an awesome experience!. As a child, watching this happen in my own eyes every time and all the newborn baby goats, without being told doing the same thing year in and year out, I knew this must be a product of a very intelligent design programmed into the baby goat even before it was born. Someone must have made it work that way.

I would watch the newborn goat grow up and become old, and after a year or two would give birth to her own offspring. I just wondered who made it all. Sometimes, some of the female goats get pregnant too early and would not be able to deliver their baby, and both mother goat and child would die together

during labor. When this happens, I always felt so much pity for the dead mother goat and would think about it for days, as if a human being died. Till this day, I still remember how one particular goat died painfully during labor, though I am now in my early 40's.



We also had farmlands, so going to farm was part of life. Sometimes, when I follow my mother to the farm, I just felt I need not return home, because I so much loved the natural surroundings of the farmland. I most especially enjoyed going into the forest, climbing trees and setting up traps for animals. I just loved living in the wild because that was my immediate environment and it was so good. I loved chasing the grasshoppers, digging into the burrows of rodents, the whistling noise made by birds and other animals, going to the stream to fetch water, making fires naturally to cook at the farm and at home. All these fascinated me as a child.



So, when I started school, I was naturally attracted to science subjects, but I did not know why until now in my adult age. As a child, I wanted to be a scientist, but unfortunately I was not able to further my education to tertiary level. I had to give up my education so my younger ones could go to school. Make no mistake, this does not mean I am not educated, just that I schooled myself beyond secondary school. It is called autodidact or self-education. According to Wikipedia “self-education is education without the guidance of masters or institutions (such as schools). Generally, an autodidact is an individual who chooses the subject he or she will study, his or her studying material, and the studying rhythm and time”. Right from secondary school I learned how to learn on my own. See details on the postscript.

I have done my best, and I have independently studied from Geography to Philosophy to Metaphysics to History and now studying music. All simply driven by the sheer desire for knowledge.

After leaving the village and coming to the city, I was surprised to have never met an African man or woman who said he or she is a scientist. This makes me ask myself; where are the people thinking for us? Where are the Africans researching for us on how to build “made in Africa” airplanes? Which African is thinking out how to build the fastest airplane? I don’t know whether you understand why I am asking these questions. If you don’t understand, I promise you will by the time you finish reading this chapter.

Let me make this question easy for everybody to understand. Please check the manufacturer of the watch you are using. Who is the manufacturer? What country was it made?

Check your phone. Who is the manufacturer? What country was it made?

Check your Television. Who is the manufacturer? What country was it made?

Check your Radio. Who is the manufacturer? What country was it made?

How about your shirts, shoes, even common things like candle and toothpick?

How about your cars and airplanes? Who is the manufacturer? What country were they made?

How about the pant you are wearing? Who is the manufacturer? What country was it made?

You see, if you check all the items in your house, in your friend's house, in your brothers and sisters house, in all homes in your town and country, you will discover none of them were made here in Africa. And, if you are able to check the entire African continent with a population of over 1 Billion people,

you will discover we are nothing but one big dumping ground for manufactured goods from the developed world.

Africa is one of the reasons for huge economic developments in most western countries through our importation of finished electronics and other goods. In fact, they would not find the market for their “used” products without Africa always ready to buy. I was once in Cotonou Benin Republic and saw a container offloading used foams, mattresses and bed sheets. The items were dirty things to behold. I saw some of the foams dripping water and the clothes and environment smelling so bad. The smell was so disgusting that I had to literally cover my nose with my palms just to be able to pass the scene. And I wondered how poor someone has to be to sleep on those foams. Sorry, this is not the purpose of this piece, but just to indicate how Africans suffer due to our scientific and technological backwardness. As I said earlier, our scientific and technological backwardness itself is just a SYMPTOM of the wrong type of mind programming (education).



Made in France



Made in Japan



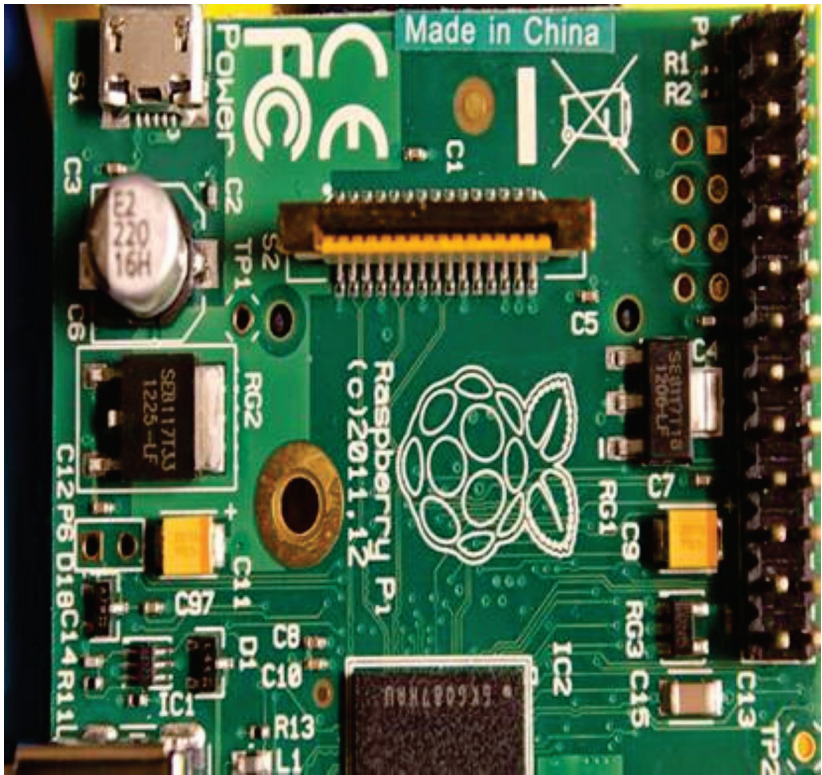
Made in Japan



Made in Japan



Made in Germany



Made in China

You see, none of the above items were made in Ethiopia.

None was made in Ghana.

None was made in Zimbabwe.

None was made in Gambia.

None was made in Congo, even though Congo supplies the raw materials to make the phones and computers the whole world use.

None was made in Zambia.

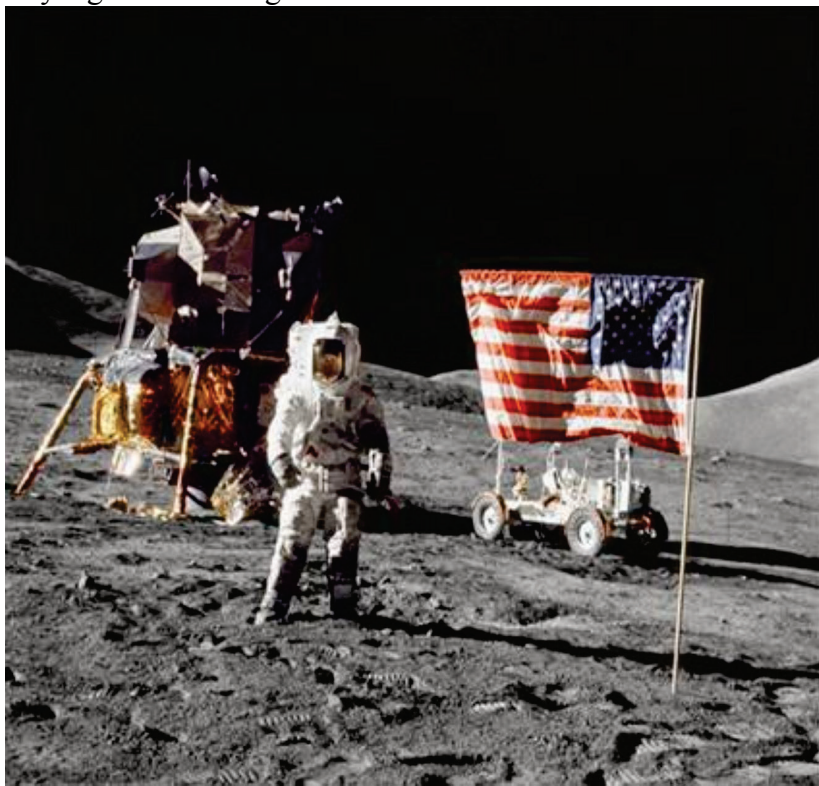
None was made in Namibia.

None was made in Mozambique.

None was made Ivory Coast or Cameroon.

None of them was made in any African country.

Do you know why we cannot manufacture them? Do you know why Uganda cannot go to the moon?



While other civilizations can put a man on the moon using science Africa is still investing so much in the arts, thereby dancing around in masquerades at the expense of development for our own good. It is not that I don't like masquerades and arts; it is just that we have invested so much time in this thing

over the centuries, and no development. Let us replace the investment in arts with investment in science instead, in all African societies.

Do you know why Senegal cannot build it's own submarines?

Do you know why Nigeria cannot extract it's own crude oil even though we have oil under our feet? Instead, we depend on foreign oil companies to extract our own oil.

Do you know why our presidents and ministers are begging for foreign investments to come use up Africa's natural resources to develop Africa?

No matter what you think is the answer, it has nothing to do with money. Rather, it is because of intellectual slavery, which has Africa moving in the wrong direction towards science education. But science is necessary for development. I will explain in details later.

I was so shocked one day when I checked the label on a toothpick container to discover it was written 'made in China'. Yet, a toothpick is made from bamboo. The same bamboos that are wasting away in African forests!.



Later that day, I also checked the label on a pack of candles and pencils to discover to my surprise they also were all manufactured overseas. All along, I was of the impression we at least manufacture our own candles, pencils, toothpicks. I never knew that was not the case.



Have you ever asked yourself; why Kenya does not manufacture these items for China market?

Have you ever wondered why Namibia, Congo, Sudan, Nigeria, Uganda, etc., all African countries have to import items as simple as a toothpick and candles?

I will give you the answer if you keep reading. But let me quickly inform you again that the answer has nothing to do with money. It has more to do with intellectual slavery, already discussed in chapter two. And the solution has nothing to do with foreign investment into Africa. Because, no matter how much you invest in Africa, if Africans themselves are not in control of the science and technology for the production of these things, including being in total control of all the means of production for these items, Africa would remain poor, because revenues from African labor would always end up in foreign investors bank accounts at the end of the day.

Walter Rodney, in his book; *How Europe underdeveloped Africa*, captured what I am trying to say here, when he said *"under colonialism, the ownership was complete and backed by military domination. Today, in many African countries the foreign ownership is still present, although the armies and flags of foreign powers have been removed. So long as foreigners own land, mines, factories, banks, insurance companies, means of transportation, newspapers, power stations, etc., then for so long will the wealth of Africa flow outwards into the hands of those elements. In other words, in the absence of direct political control, foreign investment ensures that the natural resources and the labour of Africa produce economic value which is lost to the continent"*.

With foreign investment alone, in future, all African countries would at best turn out like immediate post-apartheid South Africa, where the black people were politically free but still very poor because they were not in control of their nation economically at that time. What Lucky Dube called ‘‘mickey mouse freedom’’ in one of his songs. And I am here to tell you that without being in total control of the science and technology required to mine gold, black South Africans would always be the peasant to someone who has the technology to do so. I will explain the way out later, but you need to understand certain things first.

I have been to some African countries and all bear striking similarities once you leave the city and start going into the suburbs.



A typical African suburb

If you want to know how really developed a city is, just go to the suburbs. The rate of underdevelopment in Africa is exactly opposed to the rate of development when you start moving to the suburb of Western European countries or US, Japan. Someone once told me that no matter what village you live in Germany, you will still enjoy whatever amenities those living in the city enjoy. That's possible because of the level of development there. I believe it's also that way in Japan. The level of development in say Germany means that there's no longer a part of the country that's not developed when compared to most third world countries.



German suburb

The gap between development in Europe or say America and Africa is not the purpose of this message, but to bring to your knowledge the reason scientific and technological development in Africa is such at a snail speed, which is a major reason for Africa's poverty and the reason despite 50 years of independence Africa remains like a child suckling the breast of technology from mother Europe, America. Even from China of yesterday. China for centuries was a sleeping giant (like Africa is today) until their eyes opened and they did what I am about to reveal.

The purpose of this book is not to compare Africa to Europe or America, but to reveal how Africa can break away from technological slavery and western control.



It gives me serious concern that no African country can build their own fast train.

I worry so much that no African country can build their own warplanes, no African country can build their own submarine. I mean, these things concern me to the point that sometimes I cry, especially whenever I visit a neighboring African country to see the story is the same, no matter what African country you go.

Why is Africa so technologically retarded? Why are we not manufacturing the equipment we need here in Africa since we have all the raw materials to do so? You will understand why, and most important, the way out.



Make no mistake, Africa has made significant socio-political development since the so-called independence from colonial rule in the 50's and 60's. I say “so-called independence” because today Africa, aside being in the bondage of neo-colonialism first warned by Lord Kwame Nkrumah, the biggest threat to Africa’s development today is intellectual slavery which produces many bad fruits, such as stagnation of development, scientific and technological slavery.

Though we are free politically, but today, Africa is in new forms of slavery as stated above. Technological slavery itself is a product of yet another new form of slavery called intellectual slavery.

What is technological slavery?

Just like any other form of slavery, technological slavery is the total lack of capacity to produce, and therefore, dependence on overseas countries for the supply of Africa’s technology needs. Needs such as those I stated at the beginning of this chapter. My people, Africa is not yet free; for no country can be said to

be truly independent without being technologically self-sufficient, which brings self-driven industrial development. There must be a science and technology revolution in Africa before we can begin to talk about development in the real sense of the word.

Let me be clear that without science Africa cannot develop technologically, and without technological development, there would not be industrial development. That is why I started this chapter by asking you to check and tell me what country manufactured your phone, radio, TV, cars, everything.

Let me ask again. Why is it that Angola is not manufacturing her own airplanes?

Why is it that Burkina Faso does not build ships?

Why is it that Mali and Sudan do not build nuclear energy technologies, even though they are sitting on top of the world's largest deposit of uranium? Nuclear energy is powered by uranium. Yet, while foreigners are there extracting uranium to generate electricity in foreign countries, but Mali and Sudan know nothing about nuclear electricity generation.

Why is it that Morocco, Chad, Sudan that receives the most sunshine than any other country on earth cannot lead the rest of the world in solar energy technology? Solar energy is powered by sunlight.

Why do these countries still import solar panels from Europe, one of the coldest place on earth?

I mean, these countries we are buying solar panels from only see sunlight once in a year, whereas we are people of the sun and sunshine lives with us in Africa all year round in all seasons. I mean, why is a country such as Sudan that receives the most significant amount of sunlight than any other country

in the world not leading the rest of the world in solar energy technology?

Why is an African country that is sitting on the hottest sun, year in year out, not leading the rest of the world in solar energy technology? This is the type of question that worries me, and it is those worries that lead to this book. But whatever you think the answer is, it is not because they don't have money to build solar panels. No, money is not the problem, instead, this is our learned helplessness manifesting as lack of capacity in science and technology, just like we (including me) are unable to use our native languages to write our own books. The problem is African countries have taken the wrong path towards understanding science, and without mastery of science, you cannot build the technologies a nation require to be said to be industrially and economically developed. We are following the study of science in the wrong way; therefore, African children do not understand science from primary schools.

Africa is moving on the wrong path towards economic freedom, and no matter how long or fast we move, we will never get there. Just like a traveler, to get to your destination you must first be moving in the right direction before you can begin to ponder how long it would take to get to your destination. No matter the speed you are driving, if you are headed towards the wrong direction, you will never get to your destination.

No matter how much foreign investment you pour into Africa, if African governments do not take the right approach to teaching sciences in schools, and invest in grassroots science, Africa will remain poor and underdeveloped forever!.

As a matter of fact, Africa would pay a huge price for all the foreign investment and raw material based economy we currently operate today. Today, all we do is that we are either

shipping raw materials or inviting foreigners to help us develop, thereby, allowing ourselves to be exploited.

What if foreign investors withdraw all their investment in Africa?

What if our natural resources/raw materials lose market value?

What if natural resources get depleted from our lands?

Africa would pay a huge price in future, I don't know, maybe 50, 100, 200 years, but I am sure we will pay a huge price when our natural resources lose market value or get depleted from our lands and we have no more natural resources to export to China, America or Europe. Get yourselves to understand this message and let us use what we have to begin producing what we need.

There is nothing wrong manufacturing mobile phones in Congo and selling them at an expensive price to China. There is nothing wrong Ghana or Ivory Coast shipping coffee and chocolates to Europe. Because chocolates and coffee that Ghana and Ivory Coast import are made right from the same cocoa they export overseas!. Let us begin exporting finished products to Europe at high price. There is nothing wrong Liberia manufacturing tire from rubber and shipping them to America at high prices, the same way they do to us when we import finished products of raw materials obtained from Africa at a very cheap price.

How would this be achieved? It is actually very possible, and it would be achieved by laying the foundations for science education now. It is totally possible and would be achieved by laying the foundation which I am about to reveal.

Now the revelation. The answer to Africa's science and technological backwardness. The way to our technological independence, industrial and economic freedom.

One day, I was lying down on the floor and was thinking about all these things that I am saying. I was pondering about it until I slept. As I said earlier, it is normal for me to ponder about these things. I do music also, and I have long wanted to get a tune so I could write a song about it, but the tune kept eluding me. Getting a tune for the song proved so hard to me. But, as I was sleeping that day, I got the tune in a dream. The tune, the song is called African school, and it could be found on iTunes, Amazon and other digital music stores. Artiste name: Africason.

It happened that as I lay on the floor something seems to unfold the bed sheet at the lower part of my leg, and I woke up looking towards my leg as I could sense something leaving from my leg. I was not sure what. But I was alone in the room, and there was nobody with me in the house. Then, I sat down on the floor yoga style, and I received a revelation. I was like in a trance and was able to access the mind of the master of the universe. Then I realized it was the spirit being that woke me up and that I was discussing with the spirit being. Let me make something clear here; that I was in a trance does not mean I was unconscious. It is one of those things that happen, and you begin to wonder whether it is happening in reality or whether you are dreaming. Ironically, something could be so unbelievably real that you begin to wonder whether you are dreaming or awake.

I was perfectly conscious, and I started singing this song: *"You school, You school, You African school"*.

As I was singing this song, the spirit being who I was not seeing, but who I could feel the energy and his presence said "that is the answer you have been looking for". Then, I started

what could be described as "throwing words" with the unseen being inside the room. And I asked; what about African school? And the being responded it is the reason for Africa's scientific and technological backwardness and mass poverty. The spirit told me that African children do not understand the basic concept of sciences in school because science subjects are taught them in a foreign language. He said that is the real reason for Africa's lackadaisical economic development. And he re-emphasized that as long as African schools teach sciences in English language or French or Portuguese or Spanish; African children will never understand sciences naturally as it should be. Then, I figured out that Africa is going nowhere without understanding science.

Being fully awake and totally aware that I was speaking to someone I then asked; why haven't you revealed this information for so long to people such as Mr.....? (I actually mentioned the name of a well-known African but let me not mention names here). And the spirit responded immediately saying "African elites are fools." I was , and I asked why me? Why am I the one given this message? And the spirit said, because I asked for it. He said he loved me and that I should go and spread this message all over Africa. He said any African country that accepts this message and adopt it for their school would lead the rest of Africa scientifically and technologically in the future. But, that if African schools themselves do not accept this message other countries such as India, Brazil and other third world countries will. The spirit told me that it is for the same reason Africa is poor that India is poor. He said that India could have been the greatest country on earth if they evolved without much foreign interference like Japan.

India has the biggest collection of the smartest people in the world, and like Africa, they have hundreds of native languages not being used in education. No other country in the world is blessed with brain power more than India. Yet, India is a poor

third world country. How could the smartest people on earth not be the most prosperous people? Just think about it.

There is no reason India should be a poor country. But India's poverty is exactly the same reason as Africa's poverty. Our poverty was conditioned on our minds many years ago, due to our unfortunate contact with Europeans. India and Africa will rule the world any day we wake up. In fact, India and Africa are the two best candidates to rule the world in future. That's by the way.

That was the end of the revelation, and I lost the link with the spirit. I put up another question and didn't get an answer. It was like your phone suddenly losing network coverage and you lost an important communication. The communication lasted about 10 minutes.

My discussion with the spirit went like thus:

Me: (woke up from sleep singing). You school, You school, You African school.

The spirit: That is the answer you have been looking for.

Me: How about African school?

The spirit: That is a major reason for Africa's underdevelopment. Until African schools start teaching sciences in native dialect, African children would never understand sciences, and Africa would continue to be poor.

Me: Why haven't you revealed this to African elites all these years?

The spirit: African Elites are fools.

Me: Why me?.

The spirit: Because you asked. And I love you. I love the way you do your things. I know you will be able to do this job.

Again, before leaving the spirit emphasized: That African children do not understand the basic concept of sciences early in school because science subjects are taught them in a foreign language, a language that they barely understand. He said that is the real reason Africa cannot develop. And he re-emphasized that as long as African schools teach sciences in English language or French or Portuguese or Spanish, African children will never understand sciences naturally as it should be.

Then, I busted into the song fully. I was so happy after receiving this revelation that I was close to running mad. I was sweating, so I immediately went into the bathroom to take my bath. After taking my bath, I dried my body with the towel, and I went outside the compound to hang the towel to dry. I was so lost in thought that I did not even know what I what I was doing. I could not concentrate anymore, so I walked outside the room naked, not realizing I was not wearing my pants!. I already made two steps forward outdoors, and someone tried to open the gate, I heard the sound, looked at myself, and I realized I was naked. I quickly ran back indoors and wore my pant. Fortunately, nobody saw me. Even after bathing, I was sweating like someone who ran a marathon because I was so energetic that all the rooms in my house could not contain me. I was running around and walking up and down just singing and shedding tears of joy!. I never knew extreme joy could lead to madness.

That day remains the happiest day of my life. Finally, I was able to understand the architecture of Africa's poverty.

Important: After the above experience, I researched to understand what actually happened to me that day. I wanted to know whether it has a name and whether it has happened to other people somewhere else in the world. I discovered it could

be self-hypnosis or what has been described as autosuggestion, though; I don't find that explanation satisfactory. A source explained the experience thus *"autosuggestion or self-suggestion is a suggestion which you give to yourself. It can take the form of a verbal affirmation or sometimes a mental image. Self-hypnosis was invented in the early 1840's by the Scottish physician and surgeon, James Braid, the founder of hypnotherapy. Braid didn't use the word "autosuggestion" but he did define hypnotism as a state of focused attention on an "expectant, dominant idea". Braid therefore thought that all hypnosis was essentially self-hypnosis. He later compared "self-hypnotism", as he actually called it, to the meditation techniques of ancient Indian yoga though insisting that hypnotism worked by means of simple, common sense, psychological principles"*.

As I said, I am not satisfied with the autosuggestion definition, because it is slightly different from what happened to me. I then discovered there is a similar phenomenon called telepathy. What happened to me was more like telepathy. A source explained it thus: *"telepathy is the psychic phenomena by which communication occurs between minds or mind-to-mind communication (telepathically). Such mental telepathy communication includes thoughts, ideas, feelings, sensations and mental images. Telepathic descriptions are universally found in writings and oral lore. In tribal societies such as the Aborigines of Australia telepathy is accepted as a human faculty, while in more advanced societies it is thought a special ability belonging to mystics and psychics. Although not scientifically proven, telepathy is being increasingly studied in psychical research. It is also known as mind reading"*.

If it was telepathy, then I must have been in telepathy with the spirit of Marcus Garvey, because I have checked and Garvey was the only black hero preaching the message of science for black advancement. Kwame Nkrumah later bought the idea from him.

That's by the way, and that's just to give you an idea of what happened to me. As I said previously, you can call it intuition, research, God, autosuggestion, telepathy. You can call it whatever you like. After that experience it became clear to me the education Europeans gave us is a major reason for our poverty. Suddenly, I realized how the architecture of our poverty in Africa looks like.

Later, that day when I calmed down, I began to think about the whole encounter and the subject matter. First of all, I asked myself; what are the most scientifically advanced countries? And they are Japan, Germany, China, USA, France, Russia, UK, and South Korea. If you do your research, you will discover that the most scientifically advanced countries are also the most technologically advanced. And they are also the countries that teach sciences in school in their native languages.

What is science?

Science is simply the study of nature and how nature works!. The same nature that exists in Africa is the same nature that exists in America. Whatever science is; but it is not a study of foreign things, rather it is a study of your own environment.

The same nature that exists in Russia is the same nature that exists in Japan.

The same nature that exists in Britain is the same nature in Africa.

Everywhere on earth, we all share the same nature. Therefore, you should not learn about nature in a foreign language, because language itself is natural. By learning science in your native language, you are already at an advantage towards understanding it. Conversely, by learning science in a foreign language, we are making it more difficult for ourselves to understand.



African children in classroom learning science in English

Let me explain something here!. Learning science in a foreign language is like teaching you how to speak your own dialect using English. Like cognitive dissonance, it creates a philosophy mismatch as they try to use western philosophy to rationalize African philosophy. Trying to resolve that creates even more problems. This problem has already been discussed in previous chapters.

How does it sound to you to learn Zulu language using English?

Does it make sense to you to learn Swahili using English or French?

How do you begin learning Hausa using English or Portuguese?

What would you think if you went to school and the teacher starts teaching Yoruba language using English? Does that make sense to you?

Each time we go to school in Africa, and we begin learning science in a foreign language, what we are doing is that we are using western philosophy (western mindset) to question or and interpret African philosophy (African mindset), vice-versa. This is happening sub-consciously as we sit in classrooms taking our lectures. And as I have shown in previous chapters, you will always get a philosophy mismatch. This is why a Japanese child, a Korean child, a British child, a German child, a French child, learning science in his/her native language stands a better chance to understanding it than an African child.

Yet, this is what the whole of Africa has been blindly doing ever since, using a foreign language to understand nature!. What a shame!.

But one thing is sure from the results from all African countries, and that is; if you import the understanding of science, you will also import the finished products of science. What are the finished products of science? Answer: Technology, industrial and economic development. And this is why we look up to western nations to help us develop. What we are doing, in reality, is that we are importing the finished product of science. It is in the same way that I have my native language which is Igbo language, but I have to use an imported English language to write this book. Just as the power to write this book in my native language has been taken away from me through what we call education, so has our ability to learn

science to build our own airplane, cars, ships, submarine, TV, phones, etc., also taken away.

What African leaders fail to understand is that you cannot import development. All this talk of foreign partnership, foreign investment, monetary policy, millennium development goals, etc., are merely treating symptoms. White people will never help us develop. They will only exploit our situation, and history shows that has always been the case. Whether we like it or not, eventually, it is only we Africans that would develop Africa. And the earlier you understand this message, the earlier we begin.



These children will understand anything you tell them about Physics or Biology or Chemistry, if only you teach them in their native dialect.

Since they already speak a native language, it is foolish to start teaching them in a foreign language that they know not.

Because by making English language a prerequisite for knowledge acquisition and the language of instruction in our schools, we are in effect cutting-off these children from knowledge acquisition. We are indeed making it harder for them to learn!.

If you still don't get it, consider an athlete running freely on the track.



Running without obstacle

Also, consider when the same athlete is faced jumping a hurdle and running at the same time. You don't need someone to tell you; the hurdle would slow down his speed.



Running with an obstacle (hurdle)

Even though Usain Bolt is the fastest athlete in the world, but he has never achieved his top speed while running a hurdle race. Remove the hurdle, and he will be at his best.

By placing English or French as the language of learning in Africa, we are shooting ourselves in the foot!. We are suffocating the natural process of knowledge acquisition, therefore, cutting off a good chunk of the African population from knowledge acquisition. And there is no logical reason we do this, other than that is what Britain and France **CONDITIONED US TO DO** when we were slaves. But we are no longer slaves!. I think we say we are free? If indeed we are free, then it is time to come out of the box!.

By making English a prerequisite for knowledge acquisition, what we are saying is that no matter how intelligent an Igbo child or Yoruba child or Hausa child, he/she cannot be educated. And this is why we erroneously associate English with intelligence. Such a slave mentality!.

An Albert Einstein could be among these children, but can't just learn English. An Isaac Newton could be among these children, but can't just speak French.

English is not the standard for learning!. French is not the standard for knowledge!. Stupidity is the only reason we believe so.

Children do not have to be of old age before they start learning science subjects. Children are more fascinated by nature at an early age and can learn faster than adults when young. Japanese, Germans, Russians, Koreans know this, and that is why they start learning sciences from primary school.



Little Kids Studying Sciences overseas in their native Language. In this atmosphere, learning occurs naturally just as it should be

That is what African schools need to start doing without further delay!. Start teaching African children sciences at an early age, instead of teaching them how to draw or sing or sports or social studies. Art subjects are good, but they are not very relevant for

the development of third world countries. My research shows a minister in Zambia already noticed this. And it is very correct!. For Africa to grow technologically and industrially, we must do the following:-

1. We must jettison the brainwashing education inherited from Britain and France, and install our own model of education. That is, we must rise above intellectual slavery, and re-invent education for an African mindset.

2. We must replace arts with sciences in society and in schools, and sciences must be taught in schools in our native dialects. Not saying to throw away arts, but invest more in sciences instead of arts. That is what I am saying.

3. Our native languages must be made compulsory in schools. Instead of requiring "credit" in English in Anglophone countries and "credit" in French in Francophone countries, these credits should be required on our native languages.

If we want to be like China or Japan or Korea, we must start from our schools, because it is people that build infrastructures, not infrastructures that build people.

The problem is African leaders do not understand what constitutes development, so they begin from somewhere else. Contrary to what people like Obasanjo, Tabo Mbeki, and Koffi Annan have been telling the world that "Africa can trade it's way out of poverty" on raw materials. That is not true!. It is not possible!. No country has ever traded it's way out of poverty on raw materials alone!. Because natural resources are scarce and cheap!.

There is no way we are going to trade ourselves to development based on raw materials alone. Fortunately, Mr. Simon Kolawole, was curious enough that he investigated how much Ivory Coast earns from cocoa, and how much the foreign

chocolate companies buying Ivory Coast's cocoa earn. In an article on the cable newspaper, he noted that "Cote d'Ivoire produces 33% of world's cocoa and exports to manufacturers such as Hershey's, Mars Inc. (both in the US) and Nestlé (Switzerland). You know what Cote d'Ivoire earns yearly from exporting raw cocoa? A whopping \$2.5 Billion. I repeat: a whopping \$2.5 Billion! So Mars Inc buys Ivorian cocoa and makes several products from it: Bounty, M&M, Mars and Milky Way, to name a few. You know Mars Inc's net income from chocolate products alone in 2015? According to the International Cocoa Organisation (ICCO), Mars Inc made a pathetic \$18 Billion, compared to Cote d'Ivoire's whopping \$2.5 Billion. Agriculture indeed!.

If you are wondering how just one company that manufactures chocolate can earn seven times more than a whole country that farms and exports the cocoa input, then you are asking the same question with me: What country has ever traded itself out of poverty on raw materials? On the International Cocoa Organisation (ICCO) list of the world's top 10 companies in net revenue from chocolate, you have three from America, two from Japan, two from Switzerland, and one each from Luxemburg/Italy, Argentina and Turkey. None from Cote d'Ivoire, Ghana, and Indonesia- the world's three biggest producers of raw cocoa. There must be something that Hershey's, Mars Inc and Nestlé know that we don't know as we keep planting cocoa".

Note: It is important you understand his sarcasm when he says Cote d'Ivoire makes a whopping \$2.5 Billion, while Mars Inc makes a pathetic \$18 Billion.

What Hershey's, Mars Inc and Nestlé know that we don't know is SCIENCE. They know how to add value to our cocoa seed by using it to manufacture chocolate to be sold at an expensive price to the whole world.

How many metric tons of cassava do you have to sell to buy an airplane? How many metric tons of palm oil do you have to sell to buy a ship? How many metric tons of cashew nuts do you have to sell to buy a car? etc. This is why we will never be able to trade ourselves to mass wealth because raw materials are dirt cheap compared to the expensive technology we have to import in exchange. In fact, these talks of exporting raw materials will have us end up as the world's modern-day cotton and tobacco plantation. We could end up willingly picking cotton and tobacco for white people again, all in the name of foreign trade!.

The next thing our presidents and governors and ministers have on their lips all the time is infrastructure! infrastructure! infrastructure!. They think infrastructure means development.

Infrastructure is not development itself, UNLESS, we Africans have progressed enough to be the ones possessing the knowledge/skills for building such infrastructures ourselves in our lands. Infrastructure is evidence of development, not the development itself. It is developed societies (developed human beings) possessing the right knowledge/skills that built the infrastructures in their lands. It is not infrastructures that developed first world countries. It is not the infrastructures they have that developed them; rather, they were developed that is why they built infrastructures all by themselves. Of course, I am talking about truly developed countries like Japan, USA, Germany, Britain, France, etc., not Dubai. Good economists have predicted that Dubai's development is not sustainable. And I can tell you why. It is because UAE citizens are not the ones possessing knowledge/skills to build their own infrastructures. Their development is still based on imported knowledge/skills, and if crude oil dries up in that land they' will return to being a third world country.

Remember, I am not saying not to invest in infrastructure, but just stating here that infrastructure does not mean the same

thing as development. Development itself happens under another set of rules that I will soon explain.

African leaders, please stop putting the cart before the horse!. Invest in true education first!. Invest in human capital development first!. Re-invent education in Africa, a type of education that can create mass African scientists and engineers capable of building our infrastructure by ourselves. That is exactly what Asians are doing right now.

Assuming we pay America or China to build us airports, roads, electricity, railways, that does not mean we have developed, because those facilities would decay in our hands within 10 years, and we would start over looking for IMF and World bank to loan us more money to build another round of infrastructures that would yet decay again. And the process goes on forever. In fact, this is what has been going on in Africa since the so-called independence. The west simply exploiting our vulnerabilities!.

What is development?

From the beginning of time, man found it necessary to commune together for farming, hunting, and food gathering. Humanity progressed from hunting -to- gathering of wild fruits -to- domestication of animals and growing of crops with manual labor -to- mechanized animal husbandry and farming.

To go from one stage to the other, they were consciously undergoing a "process of adding improvements" to the previous knowledge they had. In this case, they are said to be developing in that specific area. Development is simply "the process of adding improvements" to existing knowledge, knowledge base. It is the process of evolution, maturation, expansion, enlargement, progression, from a previous state. Before you can develop, you must start-off with your own solution to your own problem. Whatever it is you are adding

improvements on, you are said to be developing in that area. Development is the process of evolution, maturation, expansion, enlargement, progression, from good to better.

Development cannot happen if someone helps you progress from hunting -to- gathering of wild fruits -to- domestication of animals and growing of crops with manual labor -to- mechanized animal husbandry and farming. You (yourself) must be the one learning enough to progress from one stage to the next. There are no short-cuts!.

Before 1937, China did not build railways for anybody. The way China learned to build railway was by building their own railway out of desperation. During the Sino-Japanese wars in 1937, Japan had bombed the entire road network to stop the advancement of the Chinese army. China tried to engage foreign contractors to build a railway for them, but it was not successful. Every effort they made to get foreign contractors build a railway for them failed. The war was raging, and China was losing the war fast, because they had no motorable roads to transport her military. Out of desperation, China rallied her citizens to build the railway by themselves. They cut through rocky terrains and mountains with hands and shovels. Soon, the entire population was knowledgeable about how to build a railway. They developed in that area, and today China now builds railway for other countries. That's how development looks like!.

It does not matter whether we are talking about personal development or the development of a society/nation. The same thing happens!. For development to happen, an individual or society must pass through "the process of adding improvements" to what they had previously.

Fetal Growth and Development During Pregnancy



Development in it's natural form

The baby is said to be developing as he passes from one stage of "adding improvement" to the next. The fetus is becoming human because it is undergoing "the process of adding improvements" from one stage to the next. If it stops adding improvement at any stage, development will stagnate, and the baby would die prematurely. So, development is something that must be sustained to be said to be true development.

progress, evolution, maturation, improvement = Development



Development continues outside of the womb

The mother cannot make the baby crawl or walk. There is only so much the mother can do. Ultimately, the baby himself/herself must learn to crawl, walk, run, etc. Development would continue until the baby becomes a matured (developed) independent man or woman that no longer need help from anybody. This process applies to "anything" that would develop.

For the sake of this book, let us continue to deal with the science and technological development of a society.

A society develops scientifically and technologically as it's members jointly increase the capacity for dealing with the environment. They must study and understand what is under the soil, in the forests, inside the rivers and oceans, in the sky. This capacity for dealing with the environment is dependent on the extent to which they understand the laws of nature (science) and the extent they put that knowledge into practice by devising tools (technology) to solve real-life problems. This means the best tool for development is through education in the language indigenous to that society. You can best understand your environment in your own language!. The logic is straightforward.

Remember, the same soil white people study is the same soil we have, the same forest white people study is the same forest we have, the same rivers and oceans white people study is the same ocean we have, the same sky over white man's head is the same sky we have. The names we gave them in our various native languages means the same thing everywhere in the world.

Therefore, it would be best to use education created locally in your native language to acquire knowledge about your soil, your forests, your rivers and oceans, the sky. This will make learning happen easily.

Always remember that foreigners developed the framework for the education itself that we have. We cannot possibly improve upon a system of education we did not create. If we want to even talk about development in Africa, we must first discard the current system of education we inherited from colonial powers and create one without colonial hangovers.



Development of mobile phone

Development is what happens between the previous phone and the next one, so you can see the "finished product" of development, but not the development itself. This is very tricky, and I hope you understand it. To help you understand it, I will quote what someone said about such duality. According to Kaba Hiawatha Kamene, *"science is seen spirituality; spirituality is unseen science"*. The phone cannot improve itself, rather, a mind with improved knowledge will develop the phone. In fact, the mind that made it and the phone is one and the same thing!

Each latest phone is evidence that development has occurred, first, in the mind of the maker in the form of new ideas, which translated to an improved phone with new design and features. This is why I said that infrastructure is not development itself, but evidence of development. Infrastructure can only amount to development IF we have learned enough to be the ones possessing the knowledge/skills for building such infrastructures by ourselves. If we did not build it ourselves, then we did not develop, rather, we purchased development.

Sadly, purchasing finished products of development from developed nations is what our leaders in Africa erroneously call development. Whenever we say “developed nations” what we actually mean is “developed people.” Remember, one American is one unit of America. One Japanese is one unit of Japan. One German is one unit of Germany. Get it?

The philosophy of invention and discovery

When I probed further on how exactly "the process of adding improvements" occurs, I realized what is really going on is that the scientists and engineers developing the mobile phones are constantly creating new ideas and new words to explain what is new. Next, they proceed to add that new idea and new word as a piece of technology to their previous designs. This is why all of a sudden you have new words like; Bluetooth, Screen touch, Wifi, Sync, SMS, MMS, 2G, 3G, 4G. These words did not exist 20 years ago, because the technology did not exist- vice versa. And you can be rest assured that new terminologies and technologies would keep coming in the future as "the process of adding improvement" would continue in the mobile phone industry. The same process was responsible for coining so many new words during the scientific and industrial revolution in Britain. According to the site that documents the history of English, it says *“English accumulated many more words as a result of two main historical factors: the Industrial Revolution, which necessitated new words for things and ideas that had not previously existed; and the rise of the British Empire, during which time English adopted many foreign words.*

The industrial and scientific advances of the Industrial Revolution created a need for neologisms to describe the new creations and discoveries. To a large extent, this relied on the classical languages, Latin and Greek, in which scholars and scientists of

the period were usually well versed. Although words like oxygen, protein, nuclear and vaccine did not exist in the classical languages, they could be (and were) created from Latin and Greek roots”.

Believe it or not, a society cannot create any new technology if they have no words to describe it. This is because a piece of technology does not begin as a physical object. It begins in the mind!. Inventing and building a technology is exactly the same as the book I am writing now.

Here is what is going on subconsciously in my mind now as I sit here writing: My emotions become the type of thoughts that transmutes to words, my words transmutes to one sentence, my sentences become this book. Similarly, for anybody in any society to invent a new technology, their language MUST be able to conceive it as an idea and name it. The moment of invention and naming happens in the subconscious simultaneously. The invention and the naming are one and the same thing!. Once they have named it, they would then be able to talk about it, if necessary, in schools and society in an academic way, and in the process form many by-words on top, even before they manufacture or see the technology. Africans really need to understand this because it is very important. Imagine your language has no words for AIR and PLANE. In that case, you cannot begin to think about inventing AIRPLANE. You cannot conceive the idea of an airplane because you cannot conceive an idea that your language has no word to describe. You can't even begin!.

Imagine your language has no words for TELE and VISION. In that case, you cannot begin to think about something called TELEVISION. You cannot even think about it! This is because you cannot remember something that is not in your experience. You would never have the idea, you would never have the word for it, and you will never invent it. Anybody interested in learning more about this should read Chapter 11 of Napoleon

Hill's book, Think and grow rich. He was explaining how a little spark of an idea turns into a business, but it is all the same principle no matter what you are inventing. You cannot invent ANYTHING if you have no words to think about it. It will never cross your mind!.

Again, the **natural order of knowledge** is as follows:- Sound> Word> Language> Knowledge. Energy could be converted from one form to another, and as you can see, sound as energy converted to word, language, knowledge. In other words, emotion transmutes to thought, and you use thought to visualize anything.

If we were vibrating at our original African consciousness frequency, our moment of invention spark pattern would have been as follows:- KNOWLEDGE (language) + FREQUENCY (unpolluted ancestral sound consciousness) + VISUALIZATION (thought) + WORD (a new word) for whatever you are visualizing = Invention.

Knowledge + Frequency + Visualization + Word = Invention.
That invention is always either a piece of new information added to a language or a piece of technology.

Similarly, the equation for 'economic' development is simple. Once you have gotten your natural order of knowledge in order, you can choose that knowledge to cause any type of development you want, because knowledge as energy could be converted to solve any need. Example; if you wish to industrialize your nation, then channel your knowledge to scientific knowledge. When you have scientific knowledge in place, it would naturally lead to technology, and technology would lead to industry, and industry will lead to development.

Science + Technology = Industry.

Science + Technology + Industry = Development.

Language is at the root of development. Indeed, when an ancient philosopher said *‘in the beginning was the word’* that is perfectly correct!. Nothing physical could exist, nothing could be discovered, unless thought has transmuted to word. In fact, the moment of word conception in the mind is the moment an invention begins. All technologies invented by man began in the mind of the inventor at the moment it was worded. Everything is sound!.

Consider this book as a piece of technology. For a long time, I have known there is a problem with education in Africa, but I could not put in words. It remained a feeling. But the moment my emotions transmuted to thoughts that worded my feelings, I called the problem “intellectual slavery,” and it was at that moment that I began writing this book in my mind!. If I did not name it, the thought would have drifted away as just another emotion, a feeling and I would not have had the moment of spark. However, because I named my discovery “intellectual slavery” I have done a disservice to my native Igbo language because intellectual slavery should have been a new phrase added to my own language.

Do you now understand why we are unable to use our native languages to think about TRIOXONITRATE 5 ACID and would never invent any of it’s by-product? Do you now understand why we are unable to use our native languages to think about TRIOXOCARBONATE 4 ACID and would never invent any of it’s by-product? I mean, assuming the cure of HIV/AIDS could be found in TRIOXONITRATE 5 ACID and TRIOXOCARBONATE 4 ACID, there will never be a time in human history when we will be able to invent it in Africa on our own. Why? Because we will never be able to think about it or talk about it using our native languages. We have no words to think about it or talk about it!. The power to do so was switched-off inside our minds upon our encounter with Europeans. The moment we accepted English; hook, line, and sinker as our lingua franca and language of learning was the

moment we surrendered the power of knowledge creation to white people. This is why we must wait for them to invent everything for us to import. Isn't that a form of slavery?

The same incapacitation that makes it impossible for me to write this book in my native Igbo language is the same incapacitation that would make an African chemist unable to create any new knowledge about TRIOXONITRATE 5 ACID or TRIOXOCARBONATE 4 ACID in our native languages. In Lagos, a first class degree holder in biochemistry was seen doing bricklayer job after many years of searching for job in companies to no avail. In Port Harcourt, a man who got a distinction in Geology was seen working in a car wash. In Kano, a Physicist was seen working as an accountant in a bank. Our Putting Square Pegs in Round Holes Syndrome (PSPIRHS) won't let them use their knowledge in science to create relevant jobs for themselves. So, you can see clearly that the literary incapacitation and the scientific incapacitation are one and the same thing!. It is like either side of the same coin.

Everywhere you look; you see our Putting Square Pegs in Round Holes Syndrome or learned helplessness. This syndrome, in the field of science and technology is the reason we receive the biggest sunshine in Africa, but we import solar panels from countries in cold climate. If indeed, education was doing it's job in Africa, we should be the ones discovering and selling solar technology to rest of the world, because we have more sunshine than anyone else. In fact, since Africa could not invent and lead the rest of the world in solar technology that means we cannot invent or lead in anything!.

After many years of slavery and colonialism that is our condition in Africa. We don't even have what it takes to begin. The BIGGEST mistake Kwame Nkrumah and co., made after our independence was not switching back to our various native languages as the language of learning. However, Nkrumah later discovered the danger this could pose in the future, and he went

to Vietnam to learn how they reverted from learning in French to Vietnamese. That is the real reason the CIA over-threw him. Had Nkrumah succeeded, other African countries would have followed and it would have been the moment we disconnect completely from the umbilical cord the west has used in connecting us to themselves. They must have said to themselves that Nkrumah knew more than he should and they removed him.

As it stands today, lack of attention on our native languages, which makes it impossible for us to keep creating new words to describe all things, means that our first impulse of knowledge creation has been automatically disabled. This is the reason we cannot innovate scientifically in Africa because we cannot invent an idea and a word for it within the framework of the English language we have. Only an English man or woman can naturally do so. We cannot create English words for English people unless they (themselves) willingly adopt such words. English is not our language!.

Let me give a clear example. In Nigeria, the following words have been coined: - *Installmentally, Plumpy, Disvirgin, Cross-carpeting, Go-slow, Opportuned, Wake-keeping, Screentouch, Trafficate*.

Nothing is wrong with these words made in Nigeria, after all, Americans, Australians have their own version of English. If English was our language, we would have indeed gone on to add the following to "Trafficate" and "Goslow": -

Trafficing
Trafficated
Traffication
Trafficate
Traffically
Trafficism
Traffically

Traffatic
Etc

Goslowing
Goslowed
Goslowize
Goslowly
Goslowism
Goslowzation
Pre-goslow
Post-goslow
Etc

But, because the root words ‘trafficate’ and ‘goslow’ are not certified English words, we cannot go on adding prefixes and suffixes to create even more words. The ‘educated’ people in Nigeria, who have assigned themselves the role of spokesperson to queen’s English are quick to tell you they are not English words. It is their duty to tell Nigerians what to say and what not to say, just as the so-called education has generally conditioned us to follow like goat and sheep follow the owner. Ironically, while they are busy promoting the right queen’s English for Nigerians, but they have no idea they also subconsciously reject English as our language. They subconsciously realize that English is not our language, and therefore, we should not be creating new words in English. Again, you see the double-consciousness at play, competing for possession of the mind of an educated African.

Also, let us examine Gabriel Oyibo, a Nigerian, who invented a new mathematical formula that solved what Albert Einstein died trying to solve without success. He called it the God Almighty Grand Unified Theorem (GAGUT) and the formulae is $G_{ij,j}=0$. Despite that nobody has been able to disprove his equation, but western academia downplays this noble achievement because they probably think he can’t possibly add a new knowledge to western scholarship. Yet, GAGUT is a

ground breaking invention that should have won him a Nobel prize in mathematics, if he was a white man. Another person is Philip Emeagwali, who invented modern super-computing. Even though western academia uses their concepts, but they received no credit by having their works studied in schools. If these two great scholars learned in our native languages and made their exploits in our native languages, we would not have to wait for white people to recognize a piece of knowledge created for and by ourselves. These two people would have helped us coin thousands of words to help us advance science education in their various native languages. You see? The reason we cannot write in our own languages to build our culture is exactly the same reason we cannot advance scientifically and technologically in our native languages. Our education incapacitates us both in scientific and literary prowess in our native languages.

We cannot develop until we pay priority attention to our native languages in Africa and start being the originators of scientific theories, terminologies, or technology that we invent while trying to solve our problems. As I have shown, "the process of adding improvement" is simply the addition of new ideas-which necessitates the creation of new terminologies to describe what is new- which in turn necessitates the addition of new technology. That is why we will forever be in the shadows of white people because we cannot develop upon the mobile phone they invented. We cannot possibly develop upon the airplane they built. We cannot develop upon the spaceship they built. Because we don't know what stage of development they were when they invented it. We don't know what they were thinking when they invented them!. The best we can do is learning what they have learned already, and that is why we cannot possibly develop upon their idea.

Similarly, we cannot develop upon the infrastructures built us by foreigners; because the current model of education we run today don't allow us to know "the process of adding

improvements" that they passed through to understand how to build those infrastructures. That is why we can only consume and unable to build. We cannot be better than white people using the same education they gave us. You cannot beat someone in his own game!. It is not possible!. If anything; the education we have has assigned us the role of eternal slaves who would always look up to white people.

I believe you understand what constitutes development by now, and if you do, you will realize that the infrastructures they built for us and their spaceship is a stage of their own development, not ours!. As a matter of fact, each time they help us build infrastructures, we are actually helping them perfect their craft, so that they could go on to the next African country to build a better one. If you understand it, you will realize that each time they help us build a new airport, railway, road, electricity, etc., we are the one helping them develop, not the other way round.

Unless we re-invent education in Africa, learn SCIENCE to understand how to build and maintain our own infrastructures, we would keep-on in this technological slavery.

Countries industrialize by providing sound scientific education to their citizens, and after that, they make massive investment in scientific research and development. Once that is done, they then consume their own raw materials to manufacture what they need. Developed nations would never sell raw materials unless it is one they have added value to or one they don't need.

What China is trading are products of long years of investment in science and technology. What Japan is trading are products of long years of investment in science and technology. Same with Korea, USA, Germany, etc.

No nation can industrialize without science!.

In order for Africa to develop and start exploiting nature to generate wealth, the following are professions African countries need to invest more than anything else:-

Physicists, Mineralogists, Chemists, Mathematicians, Biologists, Geneticists, Metallurgists, Agriculturists, Toxicologists, Athologists, Microbiologists, Biochemists, Immunologists, Cytopathologists, cytologists, Haematologists, haemostasists, thrombosists, Immunogenetists, Histopathologists, Microbiologyists, Phlebotomists, Virologists, Aquarists, Cartographers or Photogrammetrists, Biochemists, Biophysicists, Biofuel Technologists, Biostatisticians, Bioinformatics Scientists, Cartographers and Photogrammetrists, Chemical Technicians, Computer Programmers, Software engineers, Dietitians and Nutritionists, Epidemiologists, Geneticists, Geographers, Geoscientists, Hydrologists, Medical Scientists, Molecular and Cellular Biologists, Zoologists, underwater archaeologists, volcanologists, Geomagnetists, Paleontologists, Epidemiologists, Meteorologists, Astronomers, Sound Engineerings, Neuroscientists, Herpetologists, Ecologists, Oceanographers, Pathologists, Petroleum geologists, research scientists, climatologists, astrophysicist, bacteriologists, parasitologists, pharmacists, embryologists, seismologists, anatomists, surgeons, Biotechnologists, Acoustic engineers, Pharmacologists, Aerospace Engineers, Agricultural Engineers, Automotive Engineers, Biochemical Engineers, Biomedical Engineers ,Chemical Engineers, Electrical and Electronists, Electromechanical Engineering Technologists, Electronics Engineering Technicians, Energy Engineers, Engineers, Industrial chemists, Industrial Engineers, Mapping Technicians, Marine Engineers, Mechanical Engineers, Mining and Geological Engineers, Nanoscientists, Nanotechnologists, Nuclear Engineers, Nuclear scientists, Petroleum Engineers, Robotics Engineers, Anthropologists and Archeologists, Astronomers, Atmospheric and Space Scientists, this is to name a few.

The above professions are what generate what I call real or original wealth to any nation. Banks and bankers do not create wealth; rather, they manage wealth. Politicians do not create wealth; rather, they make policies around it. Marketers do not create wealth; rather, they market existing wealth.

As I said earlier, art subjects are good, but they are not very relevant for the development of third world countries because arts do not create original wealth; rather, they dwell upon pre-existing wealth, except for music and movies, as far as my research shows. Music and movies do create original wealth. The explanation you can find for yourself when you think deeply about natural voice being used to generate wealth from thin air.

What is original wealth? How is it created?

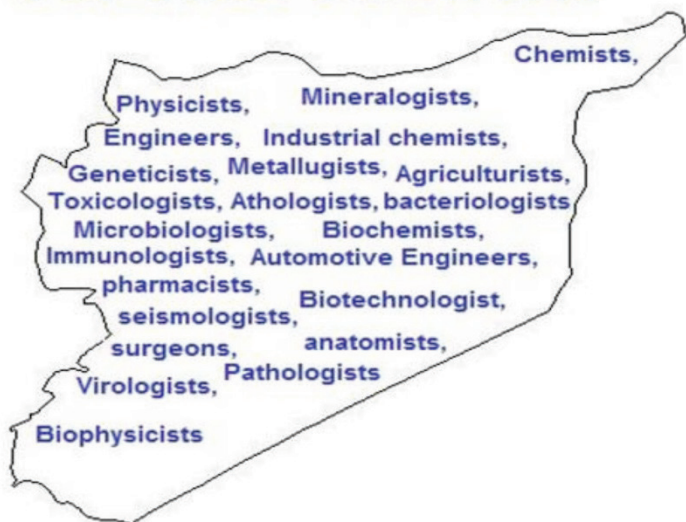
ART COUNTRY



The ART COUNTRY does not know science. They don't know the wealth under their soil, forest, oceans, and rivers. They would never be able to manufacture phones, cars, TVs, airplane, train, cloth, submarine, spaceship, etc.

It does not matter how small the SCIENCE COUNTRY, the art country would always import her needs from the science country. The art country may have good hotels, dancers, photographers, authors, painters, but they would remain an importing nation until they learn science. This is our situation in Africa as a whole.

SCIENCE COUNTRY



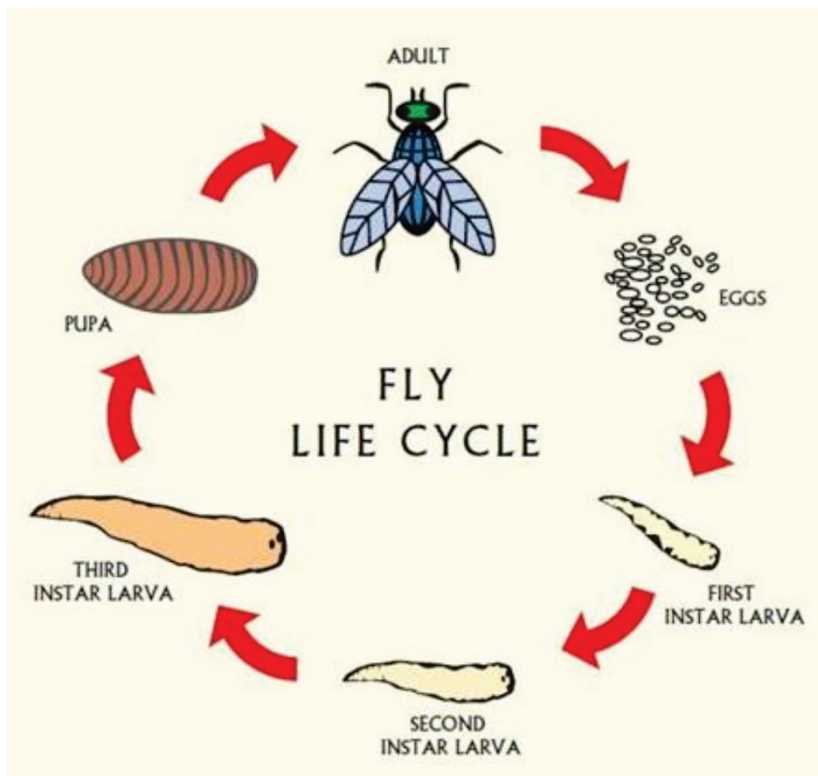
Wealth comes from exploiting nature. Therefore, what we should be paying attention to in schools in Africa is the study of nature- SCIENCE. The only thing that creates real wealth is that which is sourced from mother nature!. Example; mining the soil, fishing the seas, farming the land, etc., and using the products and by-products to generate wealth or money. You can source materials from nature to build cars. Then, sell your cars to create money or wealth. You can source materials from nature to manufacture airplanes. Then, sell your airplanes to generate money or wealth. That is creating wealth literally from thin air!.

Below, I will illustrate how someone with scientific knowledge created wealth or money from nature using poo and house fly.

How to grow animal feed (maggots)

Animal feed comes from maggot and maggot comes from house flies. When flies lay eggs, the eggs pass through several stages before they turn into flies. One of the stages is the

(larvae) maggot stage. If you can stop the cycle at the larval stage, you can harvest the larvae and use it to feed animals. You can use the maggot to feed fish in the pond, chickens, pigs, and other animals.



To grow maggot, you need cheap inputs like manure, poo, kitchen waste and sawdust or rice hull.

(1). Mix rice hull with poo in a bowl and add just enough water to make it moist but not wet. Add some kitchen waste or anything to attract a lot of flies. You can use soup, fruits or anything that will attract a lot of flies. Mix thoroughly.

(2). Place bowl on a raised platform, out of direct sunlight and allow flies to feast on it. Of course, they would be laying eggs as they feast on the meal.



(3). After the flies have finished laying eggs, cover the bowl with something and place under a shaded area. Protect it from ants, lizards, chickens, etc., by using a sieve to cover them. Secondly, cover with chicken wire and wooden board. The chicken wire will prevent lizards, while the board will stop chickens. In few hours you should see some small maggots. Leave them for 5 days before you harvest.



Animal feed, a product of knowledge of science

Everything you can see with your eyes was manufactured exactly the same way!. Your computer, mobile phone, cars, airplane, TV, everything, I mean everything was built exactly

the same way using ingredients sourced from nature. No ingredient to manufacture anything comes from the moon, all come from this earth, and we have those ingredients more in Africa than any other continent!. The problem is that the so-called education we get in Africa disables an African mind to want to inquire scientifically on how to build the fastest airplane, ships, computer, mobile phone, cars, airplane, TV, etc., from materials sourced from nature. It is for the same reason I am writing this book in a foreign language. I am writing this book in English, because I don't have the knowledge to write it in my native Igbo language. It is the same way Wole Soyinka, Chinua Achebe, Chimamanda, etc., can win all sort of awards writing in foreign languages, but the same education has disabled them from doing the same thing in our various native languages. The same reason we cannot write in our native languages is exactly the same reason we cannot aspire scientifically to build technologies to develop Africa. We cannot use the education we have to go to the moon; we cannot use it to understand science to create technologies to be like white people, neither can we use it to win awards in our own languages. We cannot use it to do either because the education is not ours. You cannot beat someone in his own game!.

If you or your nation is the "art country" and the one who always end up buying instead of producing, then you are literally working to improve the economy of the manufacturer's nation. Example; If an African banker buys a car if an African politician buys an airplane; they have all created money or wealth for the good of the economy of the country the items were manufactured, while we gained nothing in exchange from such country. When an African buys such airplane from; say, USA, he/she has paid the salaries of everybody involved in the chains of production of that airplane.

When we buy cars from; say, Japan or Germany, we have paid the salaries of their engineers, staffs, and management of the

company, miners, office cleaners, etc., the whole chain of workers that have anything to do with the manufacturing of such car. Note that we don't need to travel to their country to contribute to their economy. We do it right here in Africa. Every time we import foreign products into Africa, we are creating jobs in developed countries!. This is why a country like Germany or Japan or the USA can never be poor, because they have the highest numbers of the science professions I listed previously. They have simply mastered the art of exploiting nature to create wealth, thereby getting what they want (money) from the needs of other nations. And the only way they have been able to do this is by mastery of science!.

Let us use the marker (manufacturer) of the maggot animal feed as an example to understand how original wealth created from knowledge of science makes a nation wealthy.

In order to mass produce the maggots or feed in marketable quantity, the manufacturer needs to employ people. Therefore, he becomes an employer of labor.

A bag of maggot feed sells for about \$50. To sell it, you need to bag it. Therefore, a feed bag maker enters the production chain.

To write your company name, put your logo, and product description on the bag, the bag maker, must hire a graphic designer. Therefore, a graphic designer enters the production chain.

The buyer of the feed would have to transport himself to your store to buy it. He needs the service of a taxi driver. Therefore, a taxi driver enters the production chain.

For the buyer to pay, the central bank in your country must print new money (because the feed he is paying for just came into existence for the first time). The feed has never been

bought or sold before, so no money has been assigned to it in the economy. That is why I described it as original wealth. And that is why the central bank must print new money to buy it. Note that all central banks in the world render this service to citizens every day, just that you don't go to their office to say "print money for me to buy feed." All central banks usually gauge the economy, and they know when to print and when not to print. For more information, see the video on the bibliography on why and how the central bank creates money.

For the central bank to print money they need paper; they need the service of a graphic designer. Therefore, the central bank, a paper maker and another graphic designer enters the production chain.

For the taxi driver to drive his car to pick up the bag of maggots, he needs petrol/gas to fuel his car. Therefore, he needs the service of petrol manufacturers and filling station attendants. And the chain goes on and on.

When the business becomes bigger, the manufacturer would need a marketer, an advertiser. He will need to buy advertisement on radios, TV, newspaper. This group is not part of the production, but they are part of the whole chain.

Politicians can make laws about it; like tax laws, protectionist laws, etc. Politicians are not part of the production, but they are part of the whole chain. This is why politicians should stop milking their various nations by drawing huge salary, because they don't produce wealth. In fact, politicians are the least productive people in a society. In poor African countries, politicians taking more money than necessary out of the economy are even a threat to development. I wish people realized how wealth is created, because when they do, they will realize politicians don't produce anything, but they take the most from a nation. When I think about it, it baffles me how societies evolved to have politicians reward themselves with

huge wealth from poor citizens. Governments must have originated unsolicitedly in the beginning, otherwise, politicians should be the ones receiving minimum wage.

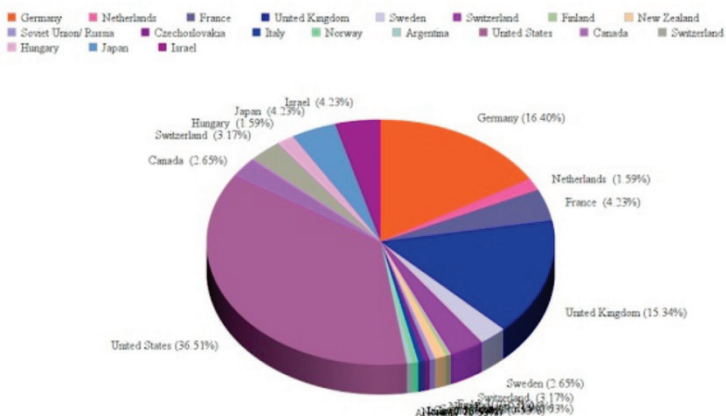
Remember, this illustration is just for the small maggot or animal feed that has been created from thin air!. Imagine the economic chain of events that would be going on in countries like Japan, China, USA, Russia, Britain, France, Germany, South Korea, etc., that have the scientific knowledge to produce all the things we import. Each time we buy any foreign manufactured product in Africa, we are directly or indirectly helping to improve the economy of the countries we imported them from. Each time we import anything into Africa, we are creating jobs overseas!. This is why the west would prefer we remain a raw materials plantation. And just like our ancestors did not get wealthy in the white man's plantation in the West Indies and America, we will never get wealthy in this modern day plantation.

Only science can solve the poverty problem of a nation!. Only science will save Africa!. It does not matter what country, though, only a country that embraces science will get rich.

To further prove what I am saying, I was able to make a chart of all countries that have won the Nobel prize in PHYSICS and CHEMISTRY and their percentage. See below.

(1). Nobel prize winnings in chemistry by country

Nobel prize winnings in "Chemistry" by country



Nobel Prize winners in Chemistry by country
https://en.wikipedia.org/wiki/List_of_Nobel_laureates_in_Chemistry

As you can see above, these are all wealthy nations. No country learning chemistry in school in a foreign language has ever won the Nobel prize in chemistry, neither will they ever be able to do so. Chemistry is such a natural subject that the best way you can appreciate and understand it is by learning it in your native language.

List of countries and how many times they've won the Nobel prize in CHEMISTRY.

Netherlands - 3 times
 Germany - 31 times
 Sweden - 5 times
 United Kingdom - 29 times
 France - 8 times
 Switzerland - 6 times
 Finland - 1 time
 United States - 69 times
 New Zealand - 2 times
 Soviet Union/ Russia - 1 time

Czechoslovakia - 1 time

Italy - 1 time

Norway - 1 time

Argentina - 1 time

Canada - 5 times

Switzerland - 6 times

Hungary - 3 times

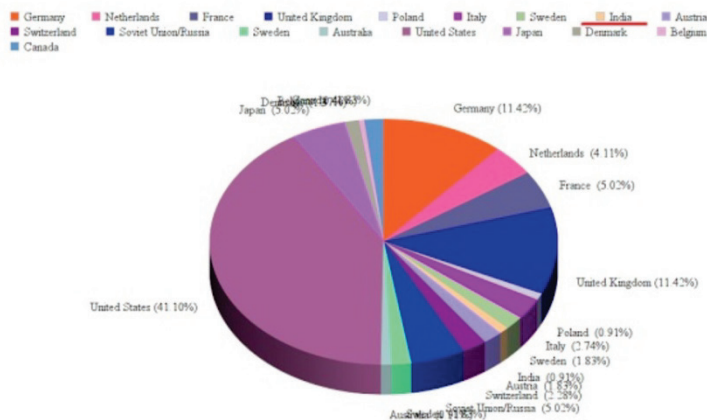
Japan - 8 times

Israel - 8 times

Did you see one African country on the list?

(2). Nobel prize winnings in physics by country

Nobel prize winnings in "Physics" by country



Nobel prize winners in physics by country

https://en.wikipedia.org/wiki/List_of_Nobel_laureates_in_Physics

Again, if you take a look at the above countries, you will see they are all wealthy nations. All the countries that have ever won the Nobel prize in physics are also those countries that learn science in school in their native language. India is the only exception here.

List of countries and how many times they've won the Nobel prize in PHYSICS.

Germany - 25 times
Netherlands - 9 times
France - 11 times
United Kingdom - 25 times
Poland - 2 times
Italy - 6 times
Sweden - 4 times
India - 2 times
Austria - 4 times
Switzerland - 5 times
Denmark - 3 times
Sweden - 4 times
Australia - 2 times
United States - 90 times
Japan - 11 times
Soviet Union/Russia - 11 times
Belgium - 1 time
Canada - 4 times

Did you see one African country on the list?

Africa would continue in poverty and would continue depending on other countries for our technology needs unless we embrace science and have African schools teach sciences in native African languages. Therefore, if your mother tongue is Yoruba, go ahead and use it to teach and learn sciences in school.

If your native dialect is Igbo, go ahead and use it to teach and learn science in school.

If you were born and brought up speaking Hausa, go ahead and use it to teach and learn science in school.

If you were born a Zulu, then use Zulu language to teach and learn science. That is how it should be!.



Whatever language you were born speaking, go ahead and use it to teach and learn sciences in schools. Because when you study sciences in your mother tongue, the learning process comes to you naturally as it should be. This is why a 10 year old Japanese boy can build a robot as a primary school homework because he has no ambiguity understanding what the teacher told him about physics and mechanics. This is possible because this 10 year old Japanese boy learned the basics of physics without difficulties. He learned it just as if his mother was talking to him about how to build a robot.

The Japanese boy excels because he comes from Japan and his language is Japanese. He is one and the same with his language. In his language is where all the knowledge down from his ancestors have been archived for him and others. They access that knowledge with FIRST-HAND experience, whereas, in Africa, we access that knowledge with a SECOND-HAND experience that Europeans gave to us. Bottom line: In Africa, we access second-hand knowledge via second-hand language. It is like looking at yourself in a mirror

from a mirror in a mirror, instead of just looking at yourself in a direct mirror in front of you.

The Japanese boy does not have this obstacle because he acquired his education in his native Japanese language. He speaks the same sounds (language) at home, in the street and in school. So, he is vibrating at the same frequency with nature or infinite intelligence or what we may call God. There is no bias in his subconscious about what he is studying because he is tuned to the exact frequency as his ancestors and everyone else in his society. There is harmony!. The result is "putting square pegs in square holes" as it should be when solving problem.

On the contrary, in Africa, once we met Europeans, we were tuned-off our natural frequency and the way nature talked to us. There is no harmony with ourselves!. The result is "putting square pegs in round holes" when trying to solve a problem.

The Japanese kids or British kids or French kids are not naturally better than us, but we have been locked down in consciousness, and we could no longer interface with infinite intelligence naturally. In fact, a Yoruba friend recently told me that people could no longer design the Ife masks with the same dexterity as their ancestors did hundreds of years ago, even with all the computers and softwares today.



Mathematics lessons in JAPAN classroom (watch the chalkboard, it is in Japanese).

Again, science is not the study of something foreign, but something around you. Example; if you wanted to study the digestive system (the journey of food in your stomach), it is the same thing you would learn that someone in Japan or Britain or Germany or Russia would learn. No matter what country you are, you would all learn exactly the same thing!. Studying science in your native dialect solves 80% of your comprehension problem. Japanese knows this!.



Lesson in Japan classroom (watch the chalkboard, it is in Japanese)



Lesson in Germany (watch the chalkboard, it is in German)

The Japanese and Germans are learning from the knowledge-base kept for them by their ancestors in the arts and sciences

over the ages. This is why no external philosophy or entity can control their mind. They will never have a philosophy mismatch as there are no competing philosophies running their minds. This is why they can easily learn to go to the moon and all the other things we are unable to do. Native language is a natural capital for conceptualizing science!.

There is nobody taught sciences in his or her native dialect that would not understand it. Whether you come from Zambia or Mozambique, whether you come from Namibia or South Africa, whether you come from Ghana or Lesotho, whether you come from Zimbabwe or Uganda, whether you come from Nigeria or Benin republic, if your mother taught you how to build a robot at age 10, you will build a robot!. Anybody can do it!. It is as simple as that.

Take this simple example. Because we fail to teach science in native African languages, nobody knows what simple natural substances like oxygen or hydrogen is called in any African language. Our African chemistry teachers are quick to tell us in classrooms that water (H_2O) is made up of 2 atoms of Hydrogen and one atom of oxygen.

Now, let me ask you. What is two atoms of hydrogen in Swahili?

What is two atoms of Hydrogen in Hausa language?

What do you call one atom of oxygen in Igbo language?

What do you call one atom of oxygen in Yoruba language?

Can anybody tell me what you call two atoms of hydrogen in Zulu language?

My brothers and sisters, I have been asking myself these questions since my adult age, and nobody has the answer;

including your chemistry and physics teachers and professors. Nobody has the answer, and the teachers and professors are not bothered at all.

Note: The above questions are rhetorical, and I don't expect an answer because I know why we don't have names for them. Again, the reason we don't have the answer is the same reason I could not find the keyboard in my native Igbo language. It is also for that reason that I am writing this book in English without any idea how to do so in my native Igbo language. We don't have names for ATOM, HYDROGEN, etc., because once we began using English to acquire knowledge, we literally switched off our brains and also our native languages as a language for knowledge creation. When we began learning in English, we literally surrendered the power to know to foreigners!. As a result, we have destroyed our native languages because we have relegated it to the back seat, just as Britain told us. If indeed we are free and independent people as we claim, it is time to undo that and come out of the box.

Yet, water is a naturally occurring substance. Water is everywhere in the same form. But Africans learn about Hydrogen and Oxygen in classrooms, as if Hydrogen and Oxygen are foreign things.

Oxygen in GERMAN is Sauerstoff

Oxygen in RUSSIAN is кислород

Oxygen in JAPANESE is 酸素

Oxygen in FRENCH is Oxygène

Oxygen in CHINESE is 氧

Hydrogen in GERMAN is Wasserstoff

Hydrogen in RUSSIAN is водород

Hydrogen in JAPANESE is 水素

Hydrogen in FRENCH is Hydrogène

Hydrogen in CHINESE is 氢

Don't we have Oxygen and Hydrogen in African water? Do you know the degree of stupidity it takes to learn about what white man thinks about water; at the expense of our own opinion about water? If you understand the level of ignorance it takes to do that, you will understand why white people will never respect us.

If we Africans understand the degree of brainwashing it takes to make us capable of expressing ourselves fluently in English, but unable to do so in our native languages, we will understand the world will never respect us as people. They cannot respect us because they have no reason to do so.

Any society that cannot use it's own language to do what other languages can do is an animal race. Because the only difference between humans and chimpanzees is that humans have language. Yet, chimpanzees communicate themselves using languages created by themselves and not one given to them by Europeans. You see, there is no reason someone who gave you your language will respect you because as far as such a person is concerned, you have not passed the minimum requirement to be called human.

The other day, I saw a letter from the African Union requesting the US president, Donald Trump, to apologize for calling African countries "shitholes". When I saw the AU letterhead; I realized it was in English, French, Arabic, and Spanish.

This is the African Union letterhead

AFRICAN UNION

الاتحاد الأفريقي



UNION AFRICAINE

UNIÃO AFRICANA

Addis Ababa, Ethiopia P. O. Box 3243 Telephone: +251 11 551 7700 / +251 11 518 25 58/ Ext 2558

Web site: www.au.int.

Just look at that!.

The official language of an "African" union remains the languages of our enslavement. It remains the languages the slave masters gave us- English, French, Arabic, and Spanish. Not a single African derived language!.

And you want someone to respect you? How can the world respect us; when we don't even have a language of our own to project to the world? I mean, the difference between humans and animals is that we humans have language. How can the world respect us when they know we don't have a language?

Respect doesn't fall from the sky. There must be something culturally, scientifically, intellectually, technologically unique coming out of Africa that would necessitate the desired respect. The world will naturally respect us when we begin creating our own unique things; in the arts and sciences. Nobody is going to respect you if you don't at least have a language of your own to show you are a human being.

Our learned helplessness, a product of intellectual slavery is to blame, because that is what tells us the situation is hopeless, and therefore, nothing should be done to replace the languages of our enslavement with ours. China has just donated to us a new African Union building. You mean, the entire African continent could not afford to build our own conference hall?. Are you kidding me? Sometimes, I wonder whether there is no single thinking person in that conference hall in Addis Ababa. Such donation can only be a prelude to future control and domination of Africa by external powers, and it has been like that throughout our history.

Similarly, intellectual slavery does not allow African scholars create knowledge or question established western theories. We just copy and paste. I already explained this in the last chapter.

What this means is; an African chemist or physicist for instance; cannot be able to transfer his knowledge to the people in his community, no matter how highly educated he is about chemistry or physics. This is because he lacks the words in our native African language to discuss these things. He can only be able to talk about oxygen and hydrogen in the classroom to select students learning in English or French when this ought to be what could be openly discussed with anybody willing to learn.

This in itself creates the primary breeding ground for elitism in Africa, and the reason for African elitist few, who, after obtaining western education help create a huge gap between ordinary people and the few greedy elites in the know. This elitist few whether in academic field or politics or whatever, would then erroneously consider themselves as privileged and unequal to the populace. And therefore, alienated and out of touch with the grassroots of the African people, because they cannot relate to ordinary people who cannot speak English or French. They lack local content and can hardly add to the development of their community!. This is when your education has effectively become totally useless to your community because you sincerely feel you are unequal with the grassroots, and as a result cannot transfer your knowledge to them. This is called education for underdevelopment, and it was the original reason for colonial education in Africa.

Western education was originally intended only to create few African elites who would act as conduits between Europe and Africa for further rip-off and exploitation of Africa. But of what use is your education when you lack the ability to transfer your knowledge to people in your village? The greater number of the African society is not in possession of knowledge to free ourselves from poverty because educated Africans, whether in science or other fields lack words to pass their knowledge to the grassroots of the African people using our native language.

The worst problem this creates is Africa has evolved to be a continent that has to continually depend on foreigners to solve our own problems.

A mind is a terrible thing to waste!. The mind of a continent is being wasted in pursuit of the western model of education to our detriment. This is what the west don't want you to know!.

African elites are a disappointment to Africa, for not digging deep to understand the root cause of our poverty; when the solution is just staring us in the face!. I mean, the educational system we operate today are those we inherited from the colonial days. Whether in Anglophone or Francophone countries, we still practice the same old thing. We are still learning in the language the colonial masters forced us to speak!.

But the only reason the colonialists imposed their language on Africa was for them to be able to communicate with us. The reason they taught us their language was not for us to communicate ourselves because we already had our own languages before slavery and colonization of Africa. So, why can't we Africans use our own language to understand nature? Again, always remember that nature exists worldwide and it is all the same. For example; it is the same water we drink in Gabon that they drink in Germany.

It is the same air they breathe in Canada that we breathe in Rwanda. It is the same sun and moon that we see in Ethiopia that they see in the USA. It is the same carrot that they eat in Japan that we eat in Congo and Libya. So, my question to African academics and leaders; why then do we have to understand our surroundings using English or French or Portuguese language?

An Igbo man could be Albert Einstein if taught physics in Igbo language. A Zulu man from South Africa could be Isaac

Newton if he/she pick up the rudiments of physics at an early age. The reason you see little kids in Japan building smart robots for school exams is not because they are wiser or more intelligent than African children. The reason is because since they were born, they have always spoken in their mother tongue, and when they go to school, they teach them sciences in the same old language which they have always known. In their mother tongues!. So, there could not be any confusion, no philosophy mismatch, no translation and loss of meaning in translation. Learning just happen naturally!. That is why they are ahead of us scientifically. That is why they are ahead of us technologically as well!. And that is why they can build large industries and import raw materials from Africa at a ridiculously cheap price, then use the same raw materials they imported from us to manufacture everything we import, and finally selling it back to us at very expensive prices.

My people, this is sheer stupidity!. That is the only reason they are more developed than us because we fund their economies, big time!.

On the streets, we even see the benefits of using our native language in learning, but we don't just realize we could do the same in school up to university. Take for instance; car mechanics apprentices that are scattered all over Africa in cities like Lagos, Accra, Cotonou, Lome, and many other cities. The reason a 15 year old African boy with no background in mechanical engineering can sit as an apprentice and successfully learn and understand the workings of complex car engines, and can repair cars, is simply because his master taught him about car engines in the same native language that he grew up with. This makes it very easy for the young boy to conceptualize how the car engine works. When you conceptualize anything, you would be able to independently put forward your own correct thoughts and ideas about it and even make it better.



Young African engineers acquired complex engineering skills in their native language without going to school

This can be replicated in all sciences; Biology, Chemistry, Physics, etc., when science is taken to the grassroots of the African people. And that is why I came, that is what I stand for, and that is what I will live for until it is done. It must be done!.

Young African engineers acquired complex engineering skills in their native dialect without going to school.



Young African female engineers acquired complex engineering skills in their native language without going to school

Young African girls would not be left out when science is taken to the grassroots of Africa. Everybody would aspire to be scientific as it would become a way of life. Science and arts are just two parallels. Once we understand this message and embrace science, we will think science and Africa as you know it will never be the same again. Science would be free for all.

Language is already an advantage to these young boys and girls. So, as you can imagine, there could be no ambiguity in the learning process for the little boys and girls, no translations and the attendant loss in meaning. Under such condition learning always occur naturally. That is the way it should be in African schools!.

If African schools approach sciences this way, you will get the same result. If you teach mechanical engineering to African

children in their native dialect to repair airplane engines or build submarines, they will do it the same way they learned car engine repairs (example above).

If you teach chemistry in native African dialects; whether you teach African children how to manipulate chemicals to produce acids or fertilizers, they will understand, and they will achieve the same result like their counterparts anywhere in the world. If this approach to science is applied in African schools, we are eventually going to have a mass army of young African scientists all over Africa; researching, discovering new things, and building new technologies all over Africa. That is the result we will get!. And that is the way it is in all the countries we call developed countries that applied the same thing.

In conclusion: Please my dear Africans; North, South, West, East, we are one people, and we have a common problem on our hands. In your schools, please start teaching sciences in your local language. Start teaching physics, chemistry, biology, mathematics in your native language; because when you are studying science you are not studying something foreign, rather you are studying about your own self.

Of course, I have checked and saw some African countries are already doing this at primary school level; I guess the reason they cannot proceed to secondary and university level would be due to lack of native terminologies in advanced education. But any country already doing this and not moving fast scientifically is not doing it the right way. I am here willing to help such nations uncover what they are doing wrong.

Remember, I am not saying we should not study English or French in African schools. Of course, we should study English, but just like every other subject and not as if our lives depend on it. English should be studied like every other subject, and only students interested in English should study it. The entire business of knowledge acquisition should happen in our

various native languages, while English should be studied simply as one of the subjects in school, not as a way of life. We are not English people. We are Africans!

Of course, we should study French, but study French as one of many subjects in school and only those interested in French should study it. That is the way they do it in Japan. That is the way it is done in Germany. That is the way it is done in Russia. That is the way it is done in China. In these countries, people study English or French as a subject, and only those interested in studying them do so. All these countries and all the technologically advanced countries teach sciences in their local dialects, and they teach English and French as a non-compulsory subject. So, only those students interested in learning English or French do so.

Now that we speak English; are we better than Japan? Now that we speak English; are we better than China? Now that we speak English; are we better than Russia?

English or French should not be made compulsory in African schools!. It is not to our advantage in the long run!. Otherwise, we will keep churning out students that are not relevant to our development. It is very important you understand why we would keep on churning out students who are not relevant to our development. To understand it, consider this book as the physical product of everything I learned in school in English. Everything I have learned in English gave me the literary knowledge to write this book. Now, consider it in the same way the product of everything we are supposed to have learned from science should be manufacturing our own computers, mobile phone, airplane, ships, railways, cars, airplane, TV, etc.

It is very important you understand that it is the same ‘learned helplessness’ that made me unable to write (manufacture) this book in my native Igbo language that makes us unable to use our knowledge in science to build our own computers, mobile

phone, airplane, ships, railways, cars, airplane, TV, etc. The first (literary incapacitation) and the second (scientific incapacitation) are two sides of the same coin!. Both incapacitations are caused by the same thing- WRONG TYPE OF OPERATING SYSTEM (OS) or SOFTWARE INSTALLED ON US by Europeans during colonialism of Africa.

If there is any subject that should be made compulsory in African schools, it should be history and our native languages. Because knowledge of history puts you miles ahead and gives you the big picture, so you avoid mistakes, plus it boosts your self-esteem.

Go and check. The best scientists in Japan, Russia, Germany, Korea, are also those who cannot speak English or French. They are too busy with their scientific research that they have no time for such trivialities as speaking English. Even here in Africa, go and check. The best chemistry students in your school, the best physics students in your school here in Africa, are also those that are not very good in English or French. Why? Because French or English language is not essential to understanding the principles of how nature works. You can understand how nature works in any language. And if you do so in your own language, you would understand even better. As a matter of fact, African students studying sciences would do 10 times better, if they learn Physics or chemistry using our native dialects.

Africa has over 3,000 spoken languages, so we are certainly not deficient of languages.

Our many languages in Africa put us in so much advantage in understanding sciences than western countries, so much that different African countries when we revert to learning in our various languages are going to have different competing solutions for; say, cure of Malaria, AIDS, Tuberculosis, etc.

Because just like farmers; there would be millions of scientists on the streets of Africa understanding science in various weird and interesting ways. When we do, our intellectual capabilities would be unleashed, and we would suddenly realize we are better than white people, and not the other way round.

Only then, shall there be many African made solutions to the problems plaguing us, because this anticipated science revolution would naturally create millions of entrepreneurs across Africa. This new generation of entrepreneurs would spring up all over Africa on their own as people everywhere begin using science to solve one problem or the other. This is why I don't take African leaders seriously when they come on TV and on the radio to talk about job creation, unemployment, monetary policy, and other economic jargons. Once we learn science, people would create their own job by themselves. I am writing this book because I can write. Isn't it? When we learn science, people with scientific knowledge will create their own jobs by themselves. That is the way it is in all the countries we call developed.

This anticipated science revolution would lead to mushrooming of so many science and technology related start-up companies across Africa, the same way it is in the USA, Korea, Japan, China, and Germany. When that happens, there would be so many innovative industries to cause the economy of African nations to start growing astronomically!. And so would the attendant technological advancement be, because advancement in science automatically translates to advancement in technology. This means one African country could be a master in designs, while another African country may be better in building more durable products. Example; the machine below was designed in the USA but manufactured in China.



It is already like that today in Russia-Germany products and Korea-China products. While Russia-Germany are not much into delivering very beautiful designs, but they can deliver very durable products, because that is the way science and technology inspire them. Whereas China-Korean products would beat Russia-German made products in aesthetics.



This means; say, Sudan and Mali would have the most advanced nuclear technology know-how, while another African country; say, Chad would have the best design engineers to build them. Nigeria may develop as manufacturing the best airplane engines, while Ghana would develop into building the best car engines. Morocco may master in Glass technology, while Sierra Leone may be the best in shipbuilding. When we wake up, we will realize that each of our native languages is a potent natural tool to explore education and the sciences. I can't even begin to imagine what we will achieve because it would be enormous.

What our former colonial masters don't want us to know is that each language in Africa is a power bloc. It is very necessary Africans understand that each African language can be used to learn to build an airplane, ships, cars, submarine, go to the moon. In the same way, there is nothing English language can do that Japanese language cannot do.

There is nothing English language can do that Yoruba language cannot do.

There is nothing French language can do that Igbo language cannot do.

There is nothing Italian language can do that Zulu language cannot do.

There is nothing Russian language can do that Kikuyu language cannot do.

There is nothing Hebrew language can do that Hausa language cannot do.

There is nothing Dutch language can do that Fulani language cannot do.

Noam Chomsky, the best linguist alive, said "*every language possesses the same natural ability to do whatever any other language could do*".

No language is superior to another language. Each of our native languages in Africa can be used to understand all the sciences in our own way, and when we do that, we will become one giant world power that would rule the world forever.

Let me make a comparison in gross domestic product (GDP) between people learning in their language and people who don't.

What is the population of Israel?

Population: 8.5 million people.

Language: Hebrew.

GDP is \$318.7 Billion.

What is the population of Ghana?

Population: 28 million people.

Language: English

GDP \$42.69 Billion.

Ghana has more land and more people than Israel. The only natural tool that Israel has is language- Hebrew, which they have used to learn science. Yet, Ghana has over 10 of such languages totally untapped!. Imagine when Ghana wakes up and realize that there are many Israels within Ghana. Imagine if they realize that every native language in Ghana could be used to achieve what the Israelis have achieved. In other words, in terms of population, there are four Israels inside Ghana alone!. Imagine how powerful Ghana would become when they unleash the natural power in their various native languages.

What they don't want us to know is that each of our native languages in Africa is a power bloc. Each of our native language could be used to understand how to build a different type of car, build a different type of ship, explore all the sciences in our own ways, and learn how to go to the moon in different ways. The population of Israel is only eight million and their language is Hebrew. With Hebrew, they learned how to build their own car, build their own ship, explore the sciences, go to the moon. We have over 4,000 Israels in the African continent, but we don't know!!.. We don't know because our minds are under lock. Once we unlock our minds, we will understand there is nothing English, French, Spanish, Portuguese, have achieved as a language that we cannot achieve with our various native languages in Africa.

What is the population of Germany?

Population: 82.6 million.

Language: German

GDP 3.467 Trillion USD,

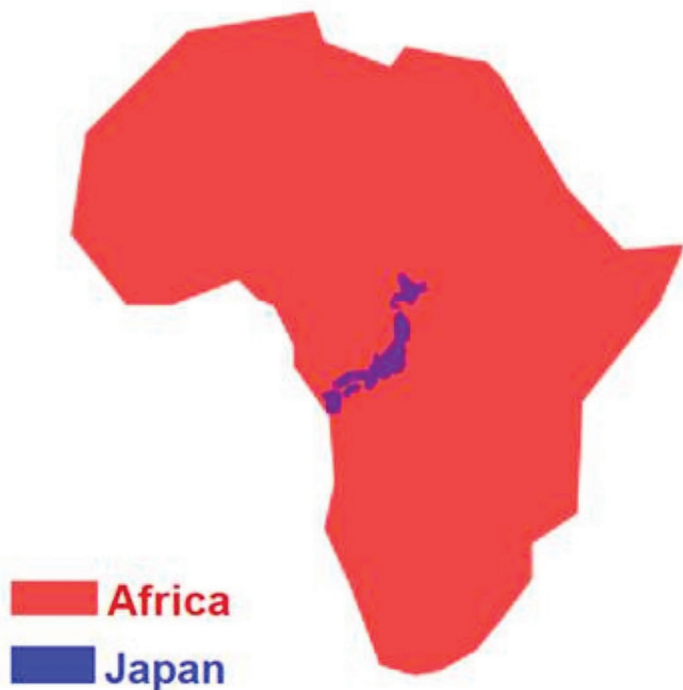
What is the population of Nigeria?

Population: 185 million
Language: English
GDP \$405.1 Billion

Nigeria has more than twice the population of Germany. Yet, Germany is eight times more productive than Nigeria. The only reason is SCIENCE. Germany has used their language to learn science.

What is the population of Japan?
Population: 127 million.
Language: Japanese
GDP 4.939 Trillion

Landmass/size of AFRICA compared to the size of JAPAN
Africa = 30,200,000 km². Japan = 377,930 km²



Africa is 80 times bigger than Japan. Source:
<https://mapfight.appspot.com>

The entire population of Africa is estimated at 1.3 Billion people. Yet, Japan with just a population of 127 million people is more productive than the entire African continent!. There is nothing else responsible for that other than they have science know-how, while we don't. All what Japan has done is that they use their language to learn science. There could be no philosophy mismatch in the minds of Japanese children learning science in school, and the result is a complete understanding of science and using it to solve real-life problems. Imagine what Africa would be like when we wake up and realize there are many Japans within Africa.

Our many languages in Africa is actually a blessing; it is a natural blessing that has been subdued due to long years of slavery and colonialism. Our minds are still under lock and keys, so we no longer know our own powers!. We have been locked down in consciousness and we no longer realize that each and every language in Africa could be used to achieve everything English people have achieved. THIS IS THE REASON WE ARE POOR. I don't know whether I should pick up a microphone and go to the streets shouting this message out to enable Africans to understand this. I don't know what else I have to do to unlock our minds to enable us realize our own powers that has been under lock since our unfortunate contact with Europeans. When we unlock our minds, even the United States would not be our match. China would not be our match. No country on earth would be our match because no other continent is blessed with so many languages and natural resources under the soil and forests. Everything Africa needs to rule the world is ready waiting for us to wake up. Ghanaian president, Nana Akufo-Addo, was close to this realization when he suddenly became philosophical during a press conference with the French president, Emmanuel Macron. He said *"African countries should be the one giving money to other places, we have huge wealth in this continent"*. Mr. Akufo-Addo was right!. We Africans should be the one ruling the world, and nothing is stopping us but ourselves. We are busy using white man's education to interpret African philosophy, and in the process incapacitating our minds and stopping ourselves from learning how to build the fastest airplane, biggest ship, best submarine, fastest car, etc.

When we liberate our minds and re-invent education, different African countries would understand sciences in their own varied ways and would come up with different technologies, and by so doing, we Africans together would create various competing solutions to Africa's problems. This type of healthy competition would have a cascading effect, causing science

and technological revolution to sweep across Africa like wildfire. This has already proven to be the case in Europe. In the mid 1500's, there was a scientific revolution in Europe. It resulted in a technological revolution and by the late 1700's, in the United Kingdom, it set-off an industrial revolution that swept across Europe. According to Wikipedia *"The Industrial Revolution was the transition to new manufacturing processes in the period from about 1760 to sometime between 1820 and 1840. This transition included going from hand production methods to machines, new chemical manufacturing and iron production processes, the increasing use of steam power, the development of machine tools and the rise of the factory system"*. This was the only defining moment Europe overtook the rest of the world industrially. Before the scientific and industrial revolution, there was no significant difference between development in Europe and the rest of the world.

When Africa wakes up, the same thing that happened in Europe will happen here. Example; once Ghana got their independence from Britain, every other African country wanted to do the same, because they learned from their neighbor it was a good thing. The cascading effect it had on the rest of Africa's independence is a fact that you need not be told.

It has also been proven by the Nigerian movie industry, they call Nollywood (though it has nothing to do with Hollywood movies). Once Nigerians started off the movie thing, Africans loved it, and the demand for American movies dropped all over Africa; like rock drops in water. After that, Ghana joined the trade and formed what they call Ghallywood, South Africa picked it, even Benin republic now have their own movie industry and the trend is growing in every other African country. All we need is one African country to pick up this science message, and the trend would spread like wildfire.

When Africa wakes up, our brothers in America and all the other Islands in the Caribbean, West Indies, Latin America, Australia and Asia, would become proud of themselves and us. Many would voluntarily return home. In fact, the whole world would want to be black; even white people would be darkening their skin to look black. We have all it takes to achieve that. All we need is to unlock our minds and start.

As soon as the content of this book applied in African schools, and sciences taught in schools in our native languages, I predict within 30 years there would be so much surplus of scientific and technological solutions to Africa's problems by we Africans that an African country would have no need to have to import any technology from overseas because the next door African country would have the solution!. That is when Africa would indeed be said to be truly independent!.

And this is what Lord Kwame Nkrumah meant in his 1957 Independence Day speech in Ghana when he said "*our independence is meaningless unless it is linked up with the total liberation of Africa*". This is perfectly true because unless fellow African countries are free, Ghana's independence would have been meaningless. And I am here to tell you, unless each and every other African country can source it's science and technology need from fellow African country without the compulsory need for a western solution, we cannot claim to be free in this computer age.

Malaysia, Indonesia, Vietnam, all these countries has dropped the colonial model of brainwashing education given to them by the colonial masters. Immediately they got their independence, they re-invented education in their various countries to reflect knowledge acquisition by themselves, of themselves, and for themselves. They changed learning to their various native languages and were able to appreciate scientific knowledge that

led them to scientific development, technological development, which naturally leads to industrialization.

What they did is a natural curve of development. We cannot develop in Africa because we have not done that.

Even though Philippines is also in that region of the world with a large population, but they have failed to re-invent their system of education, and the result is poverty. Because no nation will industrialize without science!. Philippines could have been as wealthy as Japan or even wealthier because they are both located near each other with about the same population. The only reason Philippines is poor is because they accepted western education, while Japan rejected it when Britain tried to indoctrinate them. If Japan allowed western education, Japan would have been exactly as poor as Philippines today.

Like Philippines; we remain in poverty in Africa because we have not been able to unlock our full intellectual potential as we are still running on the minds of slaves. We cannot develop because we are in a new form of slavery called intellectual slavery- a by-product of the initial slavery. This new slavery is not allowing us to look into the map to see how small Britain, France, Spain, Portugal, look on the map.

When all the formerly colonized nations revert to speaking our various native languages, Britain, France, Spain, Portugal would shrink to obscurity and become irrelevant nations, just like Rome did. They know it. Nobody knew them before the 15th century. Where is the Roman empire today? It is long dead because free nations abandoned Latin the language of Rome!. The only remnant is the Vatican and the pope, but even that would eventually become irrelevant over time. What I have told you here is literally what the west don't want you to know.

If we are smart, we will pick up this message immediately and change the course of black history forever. Otherwise, we will keep languishing in poverty, and continue serving white people, until such a time future smart Africans figure it out. In such a time, this book written by an obscure author could become a bestseller, and they would call me ‘someone who was ahead of his time’. This could be one of those books written for people of the future.

What Europe taught me is that the scientific revolution age is a natural developmental curve that any nation MUST complete in order to industrialize. We must go back and complete that curve, because between the 14th-19th century when it happened in Europe, we were in slavery in Africa and we totally missed that age of global scientific revolution.

In the science revolution age, we would be so fascinated about science, such that a 10 years old African boy could catch a frog or grasshopper in the farm and conduct an experiment with it just out of curiosity to know what the insect ate that morning. When we enter into such an age, African children will do so.

If we take action, I predict in a matter of 25 years Africa would witness her first scientific revolution, which would lead to technological revolution. The good thing is that once the process begins, it would be unstoppable. But if this is not done, Nigeria would continue to produce crude oil, but import petroleum products. This is madness!. And the problem is lack of technological know-how to convert crude oil to petroleum.

If this is not done, Congo would continue exporting coltan, cobalt, and columbine overseas, but importing mobile phones and computers at exorbitant prices. As long as there are no scientists and technologist in Congo to use the natural resources they have to manufacture mobile phones and computers, they would continue as a modern day plantation for mobile phone manufacturers.

If this is not done, Liberia would continue to produce rubber, but import tire at an expensive price.

If this is not done, our brothers and sisters in Saharan North Africa would continue to receive the most sunlight in the world, but would continue importing solar technology from Europe, whereas Europe is one of the coldest places in the world. They do not even receive one-tenth of sunlight in Africa.

If this is not done, Botswana and South Africa would continue to mine gold and diamonds but import jewelry.

If this is not done, Ghana and Ivory Coast would continue to produce cocoa beans, but import chocolate at a high price. Even though Chocolate is made from cocoa!.

If this is not done, African elites and leaders will continue trooping to European and American hospitals for a simple health check, where they go to spend Billions of dollars annually at the detriment of Africa's health sector. They still prefer overseas hospitals, though when they get there, the hospitals would leave them in the hands of apprentice students to use them for an experiment.

I find all these incredible there are actually happening, and I can't stop wondering how it all began.

I am available to work with African schools, governments and ministries of education all over Africa and any other third world country needing my input.

Finally, this is just a prelude to my work and my charity outfit called "Movement for the eradication of neo-colonialism and colonial mentality" and "Science Vision Africa" aka African school of grassroots science. This is a cause I will be working

on till I die. If you love the development of Africa, then pass this message to reach all Africa by recommending the book to others.

Something to think about

There is already a wide gap in science and technology between us and the western world, but you have not seen anything yet. With the coming of artificial intelligence (AI) scientific innovations would escalate and the gap between us and them would widen at an alarming rate in the coming decades and century. The gap the western world are going to give us in the next 100 years, would be so huge that you would be ashamed to be an African, if you happen to be alive then. Science is going to speed up, technology is going to speed up at unimaginable levels, and we are no way near in participation, talk less of creating ours. Those petrol powered cars now being gradually phased out in western nations in exchange for electric cars, would end up in Africa. In the next 100 years, petrol would no longer be a major source of fuel, so countries like Nigeria, Angola, Libya, Venezuela, etc all those countries in third world countries that depend on oil, would be far poorer than they are today. Nigeria would be a poorer country in 100 years. The only way out is to learn SCIENCE. It is either we learn science or be re-enslaved with energy, for instance.

If you even fast forward it to the next 100, 000 years or one million years, technology would be so advanced that they would have built this advanced huge spaceship that would be airlifting the human race to leave the earth. The western world could leave the earth because the world would be uninhabitable at some point in the future or just because the technology to do so would be available.

Africans, be warned that there is this giant spaceship coming. They will name the machine “rapture” and when it comes, they will tell you God has come to pick 144, 000 good people

to go live in paradise. These 144, 000 are people needed as laborers to develop the "new world" when the time comes. We are already waiting for this messiah!!.. Our brothers and sisters in churches and mosques would be easy prey when this spaceship arrives, because it would be justified as fulfillment of prophecy, not realizing that this spaceship has come to airlift slaves to mars or other earth-like planets where we will once again work in plantations and quarries to build the "new world" for them. Be warned that the messiah is coming with a technology!.

Dear Africans, if you are interested in going to heaven, you must begin learning science in order to build the technology to go there!. The only people going to heaven are white people who have the technology to go there. You are a fool if you think one day you will levitate and disappear into the sky without technology.

If we don't take complete control now, we will be living in the past and would be getting ready for our re-enslavement. No God will save us, God did not prevent the previous enslavement of our ancestors and will not prevent the future one. The only thing that will save us is to wake up now and take control of language, education, religion, which God already gave to our ancestors to spearhead our own evolution through our direct participation in nature. God did not create us to evolve using an artificial language, education, religion, given us by a fellow man. Believe it or not, those who gave us language, education, religion, are playing our God!!.. They have successfully locked down our evolution in consciousness, so much that we will never know how it feels like to be a physicist, astrophysicist, chemist, biochemist, biologist, microbiologist, economist, etc, in an African derived education and language. Taking control of language, education, religion, is the only way we can escape from the construct or force field we have been locked into since colonialism.

Some white people themselves are shocked we are yet to realize our powers. Some of them who are sympathetic to our plight are now asking themselves rhetorically; when will Africans wake up? One such person is Michel Lafon, a French national and a linguist, who was so frustrated that Africans don't realize the power in our native languages, and he wrote a paper titled "the vexed question of African languages in education", and he added there is still hope that we will wake up from our deep sleep one day. He did not stop at that; he also said that establishing our languages as the primary language in schools and society at large is the "authentic African future". This is a white man that genuinely cares about Africans people. But an educated African is deep asleep, thinking we would ever be like white people using the language and education they gave us.

Another sympathetic white man is Kai Krause. After thinking about it, he decided to show Africans how mighty we are. He showed that the following countries would fit inside Africa:- China, USA, India, Mexico, Peru, France, Spain, Papua New Guinea, Sweden, Japan, Portugal, Belgium, Netherlands, Switzerland, Germany, Norway, Italy, New Zealand, United Kingdom, Nepal, Bangladesh, Greece.



If any African after reading this book and looking at these maps don't realize there is something wrong with us, then I give up on my fellow Africans. Our problem is not bad monetary policy, bad economic policy, weak institutions, poor infrastructure, lack of good public health care, civil wars and terrorism, corruption, foreign aid, unfair trade agreement, cultural practices, exponential population growth, poor leadership, dependency syndrome, jealousy, laziness, low self esteem, too much religion, lack of knowledge, lack of innovation, etc. All these are SYMPTOMS showing that something is wrong!. Our problem is that something is wrong from inside!. That thing wrong is that we are running on the wrong software, and as a result, we are locked down in consciousness in another type of slavery- INTELLECTUAL SLAVERY.

If you are waiting for the **world bank** to tell you the reason for our poverty and to help solve our problems, you will wait forever.

If you are waiting for the **IMF** to tell you the reason for our poverty and to help solve our problems, you will wait forever.

If you are waiting for **foreign aid and donors** to tell you the reason for our poverty and to help solve our problems, you will wait forever.

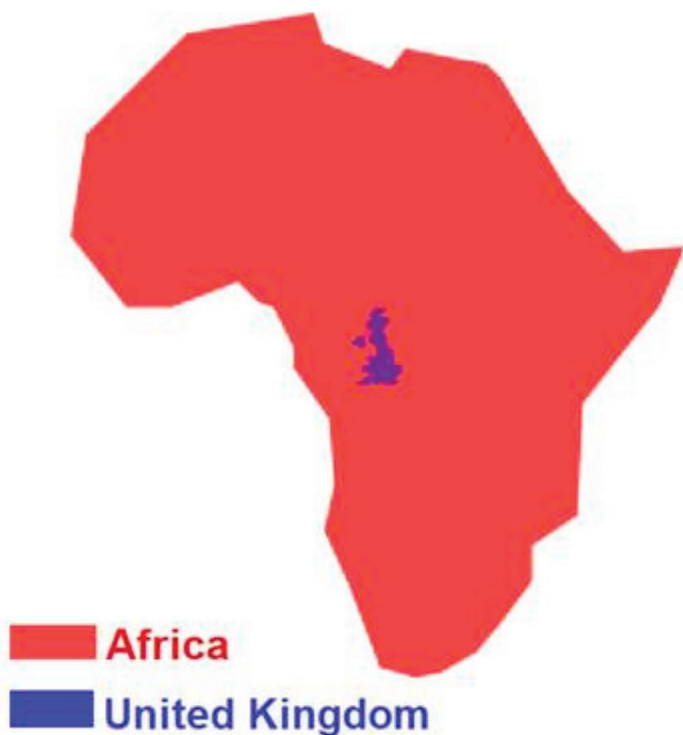
If you are waiting for **foreign partners and investors** to tell you the reason for our poverty and to help solve our problems, you will wait forever.

How big is United Kingdom?

Landmass/size of AFRICA compared to the size of UNITED
KINGDOM

Africa = 30,200,000 km²

United Kingdom = 242,900 km²



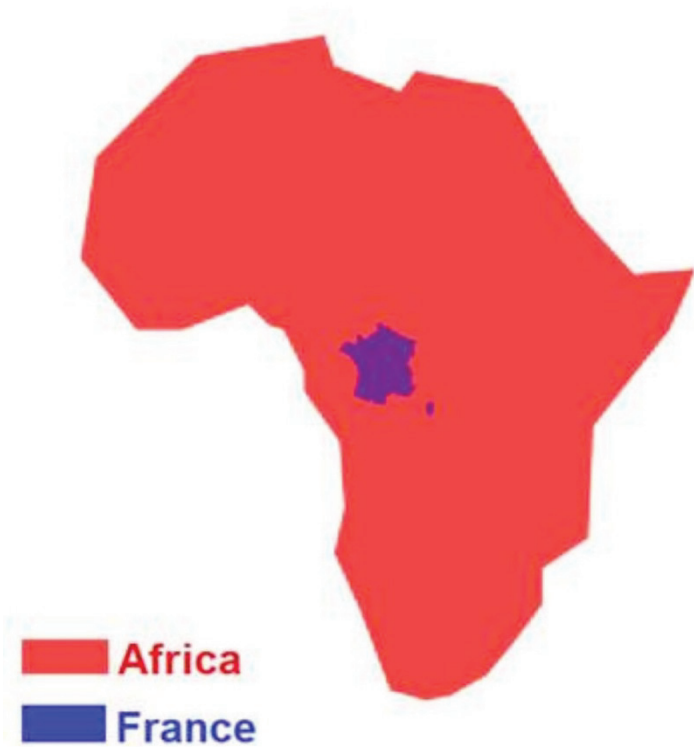
Africa is 124 times bigger than the United Kingdom. Source:
<https://mapfight.appspot.com>

How big is France?

Landmass/size of AFRICA compared to the size of FRANCE

Africa = 30,200,000 km²

France = 551,695 km²



Africa is 55 times bigger than France. Source:
<https://mapfight.appspot.com>

The question I get asked often

How do we tackle such a big problem? Where do we begin?

For the answer, please see chapter 4.

CHAPTER 4

(Solution)

What we must do We must do what Britain did in 1348

The question I get often sounds thus: - "Now you suggest we renounce what we currently have and go back to reconstruct ourselves from bottom up? Where do we start from; when we don't even know what our bottom is? How do we compete with the fast pace of the ever evolving rest of the world? I think this suggestion will be tantamount to pushing the self-destruct button".

That is a very good question!. The short answer is that we should do what Britain did when they found themselves in our situation in the 14th century. An Indian philosopher, Jiddu Krishnamurti, once said "if we can really understand the problem, the answer will come out of it, because the answer is not separate from the problem." When you understand our problem, you'll understand the solution is to go back to being ourselves, and evolve on our own terms.

Before I even answer the question in full, a lot would be said to help you understand why you have that question, to begin with, and why you think it is impossible for us to reconstruct ourselves.

This question actually shows you understand the enormity of the challenge we must overcome, but you are not thinking beyond today. If you had the same question in mind before

arriving in this chapter, it actually shows you understand this book. Indeed, the question that should be on the lip of any intelligent African should be; how do we reconstruct ourselves from bottom up? I feel happy when people ask me this question because it shows they at least understand something is wrong. The dumbest people in Africa are those who don't even realize there is a problem.

I actually do get this question all the time when I preach this message, and as I said, the question emanates from the fact you understand the problem at hand, but you are thinking of the moment as if people won't be living in Africa 20,000 years in the future. Also, you have not looked into history to know what other nations did when they found themselves in our situation.

Of course, such things always don't come easy. I understand it calls for a total restructuring of the very framework of what we call education in Africa.

First, you must realize we humans naturally find it difficult to make a change from what we are used to; especially if it is a big change. But the difficulty does not arise from it's being an impossible task. As usual, the GREATEST obstacle is your mind, the greatest obstacle stems from the fact you believe it is not possible. What you need to do is realize there is no task that a group of people set for themselves that they cannot achieve. Former US president, John F. Kennedy, once said *"We choose to go to the moon in this decade and do the other things, not because they are easy, but because they are hard, because that goal will serve to organize and measure the best of our energies and skills"*.

Like the impact of the US going to the moon, if Africans pull what this book is calling for, Africa would have set the very first foundation to rule the world. We will become a

completely re-created people thinking differently. I can't even begin to explain the impact because the cultural revolution and social change that it would cause across Africa have never been seen in the history of humanity. A brand new continent would be born. It would mark the first time of our going back to being ourselves since our unfortunate contact with Europeans. The impact would reverberate across Africa like our independence in the 1950's and 1960's. It would change not just Africa, but the world would change. For example; the cascading effect it would have in other nations would cause Britain, France, Spain, and Portugal shrink to obscurity as their influence would drop like a rock drop in water. These nations would become another Rome. They would become completely irrelevant!.

Many Asian nations already freed themselves. Remember, Vietnam has done it. Malaysia has done it. Indonesia has done it. Japan has done it. Once upon a time, all these countries were also colonized, and they used western education.

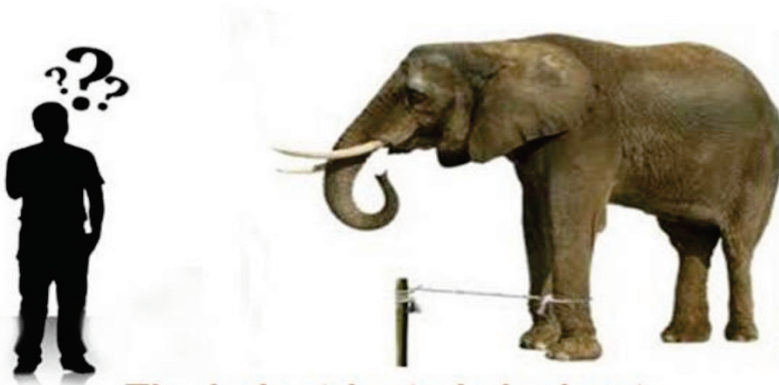
In the late 1800's, Britain tried to indoctrinate Japan with western education. Japan tried studying in English for a couple of years and when they realized it was a mismatch with Japanese ideals, philosophy, values, they told British missionaries, it won't work in Japan. Britain tried another strategy to force western education down their throats. Again, Japan tried it once more for a couple of years. Once more they told Britain, it won't work in Japan. As a result, Japan banned all European missionaries from coming to their land. They left, but the next year a British sailor named Adam William returned, and on reaching Japan sea shore, he saw Japanese fishermen, and he deliberately capsized his boat, because he knew he would be arrested for not heeding the previous warning not to come to Japan. When Japanese fishermen saw him drowning, they rescued him and took him into the city. A few months later, he was building yet another missionary school. This is to give you a picture how much Europeans wanted to connect people to themselves via indoctrination a.k.a

education. If they had succeeded in Japan, today Japan would have been a poor third world country like their neighboring Philippines.

Unlike Japan, the difficulty discarding western education arises from our conditioned state of mind. We have been living the illusion created for us by Europeans for too long. Leaving the indoctrination and getting our lives back seems like pressing a self-destruct button. This is why you are asking that question. You are asking that question because our indoctrination runs so deep that we have a condition wisely called “learned helplessness”. Europeans so much messed up our minds with education so much that we subconsciously consider our condition helpless, which is why we believe nothing can be done about it.

To help you understand our conditioned state of mind, let me tell you the story of the elephant and the rope- the indoctrinated elephant.

The elephant and the rope



The indoctrinated elephant

Once upon a time, a tourist visited an elephant sanctuary. And as he was passing watching the elephants, he realized the elephants were tied to the pole with one small rope. No chains,

no cages, yet the elephants remained captive. It was obvious the elephants could break away from their imprisonment any time, but for reason of their “learned helplessness” they could not. The tourist was so surprised, and he asked the keeper; why are these elephants not making any attempt to break away? How could such a small rope hold a big elephant?

The keeper replied him saying *“when they were young and much smaller we used the same rope to tie them, and at that age it was enough to hold them”*.

He continued *“as they grew up, they no longer remember it is just a tiny rope, and as a result, they are conditioned to believe they’ll never be able to break free. They believe the rope can still hold them and they never make any attempt to free themselves”*.

Finally, he said: *“I am not worried about them breaking away, because they don’t even realize they have the power to do so. Even if it rains, they’ll stand in the rain. I trained them to do what I want, not what they want”*.

The elephant has literally learned how to be helpless!. Like the elephant, such is the situation of most educated Africans reading this book. They have been so indoctrinated that they think going back to being our original selves is a bad idea. Their learned helplessness is so huge that they believe reclaiming ourselves equals to pressing the self-destruct button. What a pity!.

Has someone programmed our minds to learn how to be helpless and always look up to white people?

Has someone programmed our minds that we would never be able to use our native languages to create knowledge?

Has someone programmed our minds that knowledge is only knowledge when white people say so?

Has someone programmed our minds that our native languages aren't good enough in offices?

Have someone programmed our minds to accept our learned helplessness forever eternally?

Has someone programmed our minds that Africans are incapable of using our native language to learn how to build our own airplane, ships, submarines, go to the moon?

Has someone programmed our minds not to question the education Europeans gave us?

How to break away from this mental imprisonment in African academia is the reason this book was written. The elephants could break free at any time, but because they believe they cannot, they are stuck forever. Like the elephants, we humans could also be indoctrinated to believe the status quo has no alternative and that we will die if we try to change it. It is that way because from our first day in school as children, we have been taught in English or French, and like the elephants, we no longer believe we can learn everything in our own native languages. We no longer remember our native language could also be used as the language of Physics, Chemistry, Biology, Economics, Law, Arts. We no longer remember we have the power to self-academic affirmation and knowledge creation on our own terms. Our condition of learned helplessness is exactly like the big elephant tied to a small rope. Should you want to understand this more, see the bibliography and watch the video on how indoctrination works: the elephant and the rope.

Like the elephant and the rope, we are already condemned to think we cannot do without English or French. We no longer remember English is not our language!. We no longer remember French is not our language!.

I don't care whether you have a Ph.D degree in any area of study as an Africa. What you need is break away from this mental prison, realize whatever a mind can conceive, it can achieve. Remember that other formerly colonized nations in Asia have already done this. Remember, Britain did the same thing. I will get to the case of Britain soon.

How to break away from this mental prison is the real challenge educated Africans reading this book would face, because according to psychologists *"the human mind has a primitive ego defense mechanism that negates any evidence disproving any belief we hold dear"*. Basically, it is almost impossible to unlearn something once we have learned it.

As far as I am concerned, how to defeat this natural defensive mechanism to enable us to realize language and education was and is still a tool of colonialism, is the biggest obstacle to development in Africa. Highly educated Africans reading this must realize that the language and education the Europeans gave us was part of slavery and colonialism.

Yet, other races have accused us of being people who cannot think beyond our noses. Africans have been described as people unable to set long-term goals. When I say long-term goal I am not talking about 10 year goal. I am talking about 50 year goal, 100 year goal, 500 year goal, 1,000 year goal. We tend not to have a long-term strategy; we tend to think about our problem of the moment. We don't have long-term goals and the very thing we call education has dumbed-us-down not to be able to raise the type of opinion in this book, because we don't understand what's at stake!.

Let me tell you what's at stake.....

What's at stake here is one question; are we Africans human beings intellectually capable of naming our own trees, vegetables, insects, planetary bodies, flowers, fruits, grasses, fishes, in our native language? Or are we animals incapable of naming things in our own language?

Are we human beings capable of using our own language to explain the laws of nature in Physics, Chemistry, and Biology? Or are we intellectually incapable of doing so?

Are we human beings capable of using our own language to explain the social sciences; economics, government, law, commerce? Or are we sub-humans who have not yet evolved to be able to do so in our own language? This is why the white man, an educationist, said to me *"Everything around you. Your career, weather engineering, social sciences, arts, medicine, your car, house, clothes, phone, even your lingua Franca. Everything, I mean everything is a product of white man's ingenuity.*

Your most intelligent black professor is a product of white man's education. All the theories and formulas he will encounter as a student were all developed by a white man. So please, what can you do without us?"

Whatever you do, don't forget the above statement. That is actually what the world thinks about us as Africans. It does not matter whether you have acquired all the Ph.D. degrees, won all the Nobel prizes, fly private jets, that's what people think about YOU as an Africa, just that they can't say it to your face.

Remember, this is a question at stake for eternity!. We are not talking about a question that would go away in 50 years or 100 years or 200 years or 500 years or 1,000 years or 1 million years. We are talking about eternity!!.

Making it even worse for us is the fact, the more we take no action, the more our native languages will erode, which would make it even more difficult to be used to create knowledge in the sciences or even in arts.

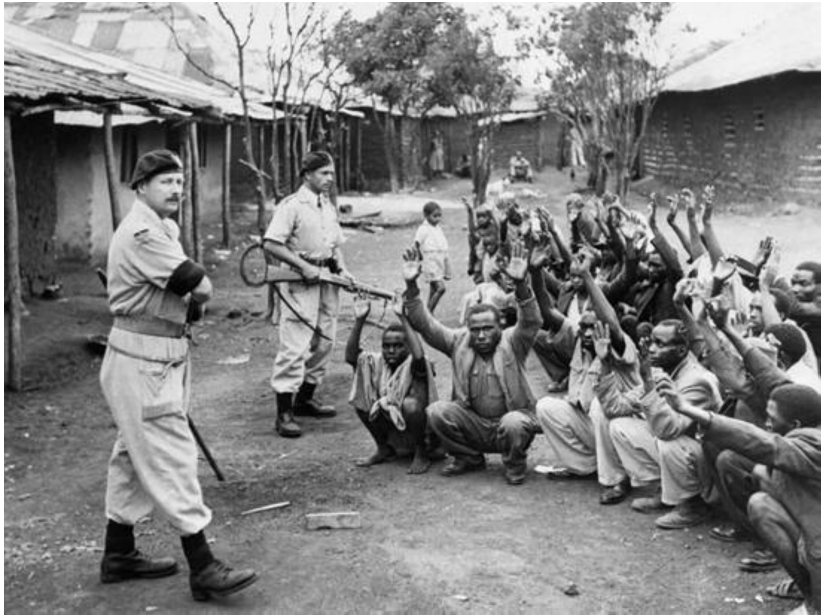
This question would remain for as long as we take no action. When we take action, it would be the definitive moment we would prove to the rest of humanity that we were not inferior people without academic capabilities before the arrival of Europeans. It would be the definitive moment that we would cut the last umbilical cord Europeans used to connect us to themselves. From then on we would be able to create our own knowledge base and indeed decide what merits knowledge and what doesn't. This would lead to the creation of a new set of African elites filled with African worldview, African philosophy, and African solution to African problems in all areas.

Africans need to understand everything was all fine with Africa and we were solving our problems, our own way before Europeans arrived here. Do you know Geometry, Physics, Chemistry originated in Africa? The word CHEMISTRY came from KEMET. Kemet was the ancient name of the region known today as Sudan, Ethiopia, Egypt. The Greeks write KEM as CHEM, so they called it CHIMEIA. When other Europeans learned from the Greeks about how our ancestors were manipulating liquids to make chemicals, they considered it a MYSTERY, so they called it KEM-MYSTERY. In other words, Chemistry is African magic or better, African mystery. When our ancestors were doing chemistry, it was a mystery to Europeans!. You will never see this in a textbook or a source leading to it because *"during colonialism, everything*

was colonized; including education. Europeans did not just colonize education; they also colonized the source of information about knowledge leading to education”.

The idea of PYRAMID and GEOMETRY came from the burial chambers built in Sudan and Egypt by our ancestors thousands of years ago. The first geometrically designed structure in the world is the Egyptian Pyramid. We did not call them pyramid, rather, they were burial chambers made for our kings. It appears the word TRIANGLE came from the pyramid. But you will never find all this in our textbooks because we remain conquered and anything showing African power has been removed from the history books. You don't know because our inventions have been credited to others. As they say; history is written by the victors, not by the vanquished.

Everything about Africa changed upon our unfortunate contact with Europeans. Europeans arrived here uninvited, so our ancestors were not prepared for that type of invasion. Though, someone must have warned our people at that time that the Europeans would invade our lands. But as you would expect, nobody listened until it began to happen. It is no different than the warning given in this book.



British invaders pointing gun at Kenyans during colonialism in the 1920's

Nothing was lacking in Africa that we needed Europeans to help us. We did not invite them. We had our languages, education, nations, culture, government, cities before Europeans arrived here. At no time did we beg Europeans to give us language. We had, and we still have more language than any other continent in the world. Africa has over 2,000 languages, Europe has less than 50!. If anything; we should be the ones giving language to other nations. You see? The reason we have more, but worship people who have less, remains the same reason. We have been **CONDITIONED TO BELIEVE** that our 2,000 languages are nothing but chaff. And upon our so-called education, we still believe it!.

But nothing was wrong with Africa until about the 1500's when Europeans, unfortunately, made contact with us. When they got here, they subverted our languages, education, nations, culture, government at gunpoint, forcing us to abandon ours. In

the process, they superimposed their ways on us. Just like slaves got conscious in the master's plantation, just like Africans got conscious during colonialism, it is time we get conscious of our intellectual slavery of today.

They gave us their language after military conquest of our ancestors. It is very important that Africans understand we were first conquered MILITARILY followed by mental conquest. So, it was not because Europeans were intellectually superior. What would you do if a thief points a gun at your head? Of course, you will bow to your knees. Some of our ancestors fought back, but the problem was that we did not have weapons to sustain the war. If you want to understand how the conquest of Africa happened and how our ancestors tirelessly fought to defend themselves against European invaders; I will encourage you to read the book; Africa under colonial domination 1880-1935. You can get it free, see the bibliography. We did not invite them because we did not need them. They came to Africa uninvited and, pointing guns at our heads; they forced us to do what they wanted, including learning their language and using it to acquire knowledge-education.

What Britain did when they found themselves in our situation

Now, here is the answer to your question. Yes, we can reconstruct ourselves. Yes, we can!. It is completely possible. But it needs YOU to first understand we had a life before we met Europeans and that we will indeed prosper when we take our destiny into our own hands.

What did other cultures do when they were in our situation? I am going to use Britain itself as an example, since we believe they have done us a favor by giving us English.

For your information, Britain was also colonized and even enslaved at some point in their national life. Once upon a time, Britain was also under occupation!. Britain was colonized by Rome, Germany, Scandinavians, and France and they adopted Latin, Greek, French, and Scandinavian languages.

55 BC - Rome colonized Britain (brought Latin).

450 AD – Germanic people invade Britain (brought German).

597 AD – Missionaries invade Britain (brought Greek and more Latin).

700 AD – Vikings colonized Britain (brought Scandinavian languages).

1066 AD – France colonized Britain (brought French).

Each time Britain was colonized, they were forced to speak the language of their captor just like every other imperial force would do. In their times of captivity, Britain at various times, spoke Latin, Greek, Scandinavian languages, and French; depending on the occupying force.

But once Britain regained their freedom, they banned foreign languages in the entire British Isle and adopted their own native English as their official language.

Therefore, if there is any country in the world that should speak a foreign language, it should be Britain, because more languages have influenced Britain than any other country. Yet, they speak their native English. Britain itself has proved that true independent nations will never speak the language of foreigners. How then do we claim to be independent nations in Africa; when English remain our official language? How then do we claim to be independent; when the model of education across Africa still bears colonial signatures?

Before 1362, English language itself was not even an official language. Britain, then was still recovering from the effects of colonialism and was still speaking the languages of their

captors. English language then was still an underdog forsaken language that was only spoken by illiterates and peasants across the British isle- exactly the same way our various native African languages are today relegated to the back seat. Britain at that time was a very poor country, just as we are in Africa today!. Britain was then the most backward nation in Europe!. They faced the philosophy mismatch and all the other problems discussed in this book from chapter one.

But after a while, the British people began having a surge of nationalists (people like me) who wanted Britain to return to speaking their native English language as a first step to reconstructing themselves from bottom up. You see, the British people got conscious about their situation, and they wanted their own language to replace the language of their captors. That is the exact state of mind intelligent Africans should adopt if we are ever to come out of poverty.

Eventually, in 1348, they made their native English the language of education. Even as it was made the language of education, but English was at that time just used to study art subjects because they still had not created words for science. Note that it was not yet declared an official language because the educated elites (those schooled in Greek and Latin) was an obstacle. Educated people in Britain were against the move!.

In 1362, English was eventually made an official language. But even though English became an official language, it was not until Britain took control of it as the language of learning science, starting from the mid 1600's, that the language of science and technology were proactively being added into the English lexicon. Before that time, early British scholars acquired their knowledge in Greek, French, and Latin. It was after they took control of their native English as the language of learning Chemistry, Biology, Physics and other sciences, that they began proactively manufacturing words and knowledge on their own terms.

They mostly copied scientific words from Greek and Latin, that is why almost every terminology in your chemistry, physics, biology textbooks are originally said to come from Latin, Greek.

Here is how Britain coined English words by changing the suffix and prefixes of Greek words.

GREEK	ENGLISH
Geografía	GeograPHY
Fysiki	PHYSICs
Fysikós	PHYSICal
Viología	BIOLOGY
Metafysikí	METHAPHYSICs
Filosofía	PHYLOSOPHY

Where Greek have “fi” English replaced it with “phy”, because that is the way it made sense to them. They just wanted to be themselves!.

We should do something similar, though; I don’t advocate coining words from English as that in itself is a form of intellectual slavery. It is obvious the British were not people of high intellectual capability, which is why they copied a lot from others. What Britain did was simply add suffixes and prefixes to their own words. Sometimes, they copied whole words. What they did is like below:-

An extreme model to coin words from root word NATION to African languages. This would be good for most African

languages that have lost the ability to coin new words using natural means. The problem whereby the power of neologism has been weakened in our native languages would not have been there if our languages were used in society as our only language.

ENGLISH	IGBO	YORUBA	ZULU
Nation	Obodo	Orilẹede	?
National	Obodoal	Orilẹedeal	?AL
Nationality	Obodolity	Orilẹedeliy	?ALITY
Nationalize	Obodolize	Orilẹedelize	?ALIZE
Nationalization	Obodolization	Orilẹedelization	?LIZATION
Nationalism	Obodolism	Orilẹedeism	?ALISM

These words may sound strange for now, and that is because you are seeing them for the first time. If you teach them to a child and he grows up using them in daily speech, he would find them completely normal.

Note that when we do what this book is calling for and change the very framework of what constitutes knowledge and knowledge acquisition in Africa, we will unleash our full intellectual capabilities as we will then be able to interface with infinite intelligence with first-hand experience, we would create new subjects to study what is important to us. Subjects in school would no longer be limited to Biology, Economics, Chemistry, Physics, Geography, etc, that Europeans gave us, we would actually create additional brand new subjects that does not even exist today. This would happen naturally as we would suddenly realize the meaning of education and that we are not limited to study the subjects created by white people.

Example; assuming we want to create a branch of knowledge to study NATION, below would be the model for naming it using the same principle.

IGBO	YORUBA	HAUSA	Etc.
Obodology (The study of Obodo)	Orilẹedology (The study of Orilẹede)	Kasarology (The study of Kasar)	

An extreme model to coin words from the root word MONEY to African languages. This would be good for most African languages that have lost the ability to coin new words using natural means. The problem whereby the power of neologism has been weakened in our native languages would not have been there if our languages were used in society as our only language.

ENGLISH	IGBO	YORUBA	SHONA	HAUSA
Money	Ego	Owo	Mari	Kudi
Monetize	Egotize	Owotize	Maritize	Kuditize
Monetary	Egotary	Owotary	Maritary	Kuditary
Monetization	Egotization	Owotization	Maritization	Kuditization
Moneywise	Egowise	Owowise	Mariwise	Kudiwise

Example; assuming we want to create a branch of knowledge to study MONEY, below would be the model for naming it using the same principle.

IGBO	YORUBA	HAUSA	
Egology (The study of Ego)	Owology (The study of Owo)	Kudiology (The study of Kudi)	Etc.

The examples I have shown above is simply an academic exercise to demonstrate that it is something do-able. I have a feeling some people may find it funny, and on that, I will say it is always that way in such a situation. In the mid 1500's, in Britain, William Shakespeare coined over 2,000 English words, and when he ran out of words, he named sea creatures like Hippopotamus, Alligator, Crocodile by saying whatever came to his mind. He named them that way because he did not know what else to call them. At that time, people found it very funny to say "crocodile" or "hippopotamus" or "alligator" because before then it did not mean anything in English. I will show further how British people did it. When you learn how British people coined words from other languages to give you the English you love so much, you will no longer find it funny. In fact, the word "Aqua" is a Latin word meaning water. The British simply added "tic" to it to create the word Aquatic. Does it still sound funny? You see, intellectual slavery has wired us never to find "aquatic" funny because we indeed subconsciously consider ourselves as English people. But there is no difference between what I did above and what Britain did to give us the English language we love so much.

The word "pasteurize" was coined from the name of Louis Pasteur (1822-95), the French chemist and bacteriologist, who discovered the germ-theory of illness and invented the process of heating food, milk, and wine in order to kill most of the micro-organisms in them. From the name of the man you then get the following words:-

Pasteurize
 Pasteuring
 Pasteurizing
 Pre-pasteurize

Pre-pasteurized
Un-pasteurize
Pasteurization
Pasteurizable
Un-pasteurizable
Pasteurized
Un-pasteurized
Re-pasteurize
Re-pasteurization
Re-pasteurized
Pasteurizer

Get it?

When you understand the history of English, and you understand that the English words YOU use daily were coined from other languages using the same principle as above, you would begin to wonder the amount of brainwashing it took to get us to accept it, hook, line, and sinker.

The ability to add prefixes and suffixes, example; com-, con-, de-, ex-, inter-, pre-, pro-, re-, sub-, un-, etc., and suffixes, example; -al, -ence, -er, -ment, -ness, -ship, -tion, -ate, -ed, -ize, -able, -ful, -ous, -ive, -ly, -y, etc., makes English extremely flexible.

We must go and study our native languages in Africa to learn how to coin the meanings of: -ing, pro-, anti- un-, dis-, -ology, -ty, -al, -ize, -tion, -lly, -ism, -er, -ter, -tor, -zation, -ary, com-, con-, de-, ex-, inter-, pre-, pro-, re-, sub-, un-, al, -ence, -ment, -ness, -ship, -ate, -ed, -able, -ful, -ous, -ive, etc, in our various native languages. These are what you need to get a language to be used to talk about anything talk-able. You see, even though "talk-able" is not an English word, yet you understand what I mean. Right? We must get our native languages to be able to do so.

What we need to do in Africa is call a conference of linguists to begin researching our native languages and come up with different models to begin coining new words. As you can see above, this process is a simple way to completely alter or subtly revise the meanings of existing words or to create other parts of speech out of words, example; verbs from nouns, adverbs from adjectives, etc., or to create completely new words from new roots. English simply attached affixes to Latin or Greek roots or vice versa. Example; the word IN-COM-PRE-HENS-IBIL-ITY is based on the simple root -hen- (originally from Indo-European root word ghend- meaning to grasp or seize) with no less than five affixes: in- (not), com- (with), pre- (before), -ible (capable) and -ity (being).

I have shown it could be done. It should be the job of all those Africans who have acquired various degrees and certificates in linguistics and literature to show us the way; otherwise, they should throw their certificates into the dustbin.

Again, before then, the official language in Britain was a mix of Greek, German, French, Latin, which was the language of their captors. Their native English suffered exactly the same fate as our native African languages languish today. English then was as scanty as our abandoned indigenous African languages. They then had to borrow thousands of words from other languages.

English words borrowed from French: money, treasury, exchequer, commerce, finance, tax, liberalism, capitalism, materialism, nationalism, plebiscite, coup d'état, regime, sovereignty, state, administration, federal, bureaucracy, constitution, jurisdiction, district, justice, judge, jury, attorney, court, case, music, dance, theatre, author, stage, paint, canvas, perform, harmony, melody, rhythm, trumpet, bourgeois, brunette, critique, depot, déjà vu, en route, entrepreneur, fiancé, genre, toilette, souvenir, bouquet, boutique, coup, menu, café, picnic, salad, restaurant, note, director, gallery, portrait, brush,

pallet, montage, surrealism, impressionism, fauvism, beef, caramel, casserole, consommé, cream, croissant, custard, fondant, fondue, gateau, gratin, marmalade, mayonnaise, meringue, mustard, mutton, pastry, pork, ragout, roux, salad, sauce, sausage, soufflé, stew, terrine, arcade, arch, vault, belfry, buttress, bay, lintel, facade, balustrade, terrace, lunette, niche, pavilion, pilaster, envoy, embassy, chancery, diplomacy, entente, rapprochement, accord, treaty, alliance, passport, protocol, battalion, dragoon, soldier, marine, grenadier, guard, officer, infantry, cavalry, army, artillery, corvette, musketeer, carabineer, pistol, fusilier, squad, squadron, platoon, brigade, corps, sortie, reconnaissance/reconnoitre, surrender, surveillance, rendezvous, espionage, volley, siege, terrain, troop, camouflage, logistics, accoutrements, bivouac, latrine, aide-de-camp, legionnaire, morale, esprit de corps, cordon sanitaire. See also military ranks: corporal, sergeant, lieutenant, captain, colonel, general, admiral.

English words borrowed from Greek: philosophy, logic, anthropology, psychology, aesthetics, grammar, rhetoric, history, philology, mathematics, arithmetic, astronomy, anatomy, geography, stenography, physiology, architecture, hermeneutics, apologetics, polemics, dogmatic, ethics, homiletics.

English words borrowed from Scandinavians: baffle, bang, bark, bawl, blunder, boulder, box, club, crash, dairy, dazzle, fellow, gable, gain, ill, jam, kidnap, kill, kidney, kneel, limber, litter, log, lull, lump, mast, mistake, nag, nasty, niggard, horse, plough, rug, rump, sale, scald, shriek, skin, skull, sledge, sleigh, tackle, tangle, tippie, trust, Viking, window, wing, awe, anger.

English words borrowed from Latin: turpitude, ubiquity, renegade, reprisal, sacrosanct, simulacrum, stipend, stultify, succumb, taunt, tentative, acumen, agenda, altruism, ambiguous, aplomb, atrocity, avarice, bibulous, celibate,

chivalrous, condign, conglomerate, crepuscular, cull, debilitate, dirigible, facsimile, ferrous, flux, futile, garrulity, impecunious, incalculable, incommunicado, indefatigability, insipid, introspection, languid, lucubration, malfeasance, modicum, moribund, mundane, naive, obeisance, obvious, parvenu, perpetuate, perturb, plausible, precarious, puerile, pulchritude, pusillanimity, rapport, rapprochement, recalcitrant.

Note that even though English became an official language in 1362, it took Britain between 1362-1645's (over 300 years!) to realize they must take control of their native English language as the language of studying science as a start to reconstructing themselves from bottom up. Do you know why it took such a long time?

It took such a long time because educated people (like you) in Britain then, those who spoke fluent Greek, German, French, Latin- the language of their captors, were making the same argument you are making now!! The question on the lips of educated people in Britain sounded like *"Now you suggest we renounce what we currently have (Greek, German, French, Latin) and go back to reconstruct ourselves from bottom up? Where do we start from; when we don't even know what our "bottom" is? How do we compete with the fast pace of the ever evolving rest of the world? I think this suggestion will be tantamount to pushing the self-destruct button"*

The elites and educated fools in mostly Oxford and Cambridge University, who spoke fluent Greek, German, French, Latin, were also asking; "where do we begin?" The lecturers and professors at Oxford were so indoctrinated that a fight broke out between them and rebellious students who wanted the native English language in school- the same thing that students in South Africa called for last year. The fight got so bad that professors and lecturers were divided along the line of "those

who wanted native language and those who didn't''. As you would expect, Rome and France must have lobbied so hard for them to continue in the language of their slavery. The same thing would happen when Africans pick up this message. Britain and France would lobby so hard to convince our idiotic elites that our language of slavery is the best for us.

Later, a group of professors ran away from Oxford University and went to Cambridge to form the Cambridge University. You see? Educated people in Britain at that time were as indoctrinated as an educated African today. They were just as indoctrinated as the elephant on the rope, and they could not just realize their own powers!. They also rubbished their native English language, saying it was not good enough for learning Economics, Politics, science, and technology. Imagine if you could go to the graveyard and wake up the Oxford professors and British elites of the 12th century and tell them that English is now one of the most spoken languages in the world. Imagine the shame and surprise on their faces when they realize that English is now used to study Chemistry, Biology, Physics, all arts and the rest of the sciences- something they considered impossible.

Everywhere I have researched, the reaction was the same. The funniest was in Vietnam. Vietnam was colonized by the Netherlands and later by France. When Vietnam got their independence, and abolished French and adopted their native Vietnamese as their official language and the language of instruction in school, the educated class and elites also were split between ''those for and those against'' native language. When it was obvious the pro-native language side has won, many educated fools (those who spoke the best French) began a mass migration to France and Canada, citing "persecution" as the reason for leaving their country. Imagine someone was indoctrinated enough to begin running away from himself!!. Can you imagine how brainwashed someone has to be to do that?

When Africans wake up and decide to make our native languages our official language and the language of education, the same thing would happen, and you will realize most of us are not African at all, even though we look black in appearance. When we try to make this change, we will face the challenge of inability to use our native languages to create terminologies and knowledge. At such a time, we will realize how deep we have been inducted into the white man's world and how far gone we have departed from ourselves, all in the name of education. Only then will you pardon me, when I use the expression "educated fools".

You can indoctrinate SOME people with religion, but you will indoctrinate EVERYBODY with education. This is why I said that educational indoctrination is worse than religious indoctrination. Adolf Hitler knew it!



By the way, when Britain was in slavery, the names of all their institutions were in foreign languages. The original name of Oxford University was in Latin, and it was called "Universitas Oxoniensis". Their motto still read today in Latin "Dominus Illuminatio Mea", which interprets as "*the Lord is my Light.*"

The original name of Cambridge University was also in Latin, and it was called "Universitas Cantabrigiensis". Their motto still read today in Latin "hinc lucem et pocula sacra", which interprets as "*from here, we gain enlightenment and precious knowledge*".

Do you know what happened next after Britain took over total control of their language in the arts and science?

Within a very short time, Britain, an underdog European nation became the world's knowledge center for science!. Isaac Newton became one of the leading scientists in Europe and the world. William Shakespeare became the greatest author in the world. Britain was then able to build better compass, ships, gun and gun powder and they were able to voyage the whole world, taking people to slavery. You know the story. That is how they got rich.

How ironic, today, we have so-called educated people in Africa, slaves to western education and English, who also rubbish our native African language and any plan to re-invent education in Africa, thinking white people has done us a favor. I wish such Africans understood how naive they sound in the face of the history of English because when they know the history of English, they will be ashamed for the rest of their lives for making the same argument that prevented Britain from moving forward for 300 years!.

These older generation of Africans who are presidents, governors, ministers, professors, and chancellors in our universities and colleges of education, and the younger ones who follow them religiously are not part of this discussion. They are a product of the system, and they don't understand what's at stake. Their best achievement is they have a good command of English or French, a language they find as a useful tool to boost their self-confidence and to threaten anybody they feel not as educated as themselves. When they

are not doing that it would be wearing their best suits and strangling themselves with a tie in this hot tropical climate. These Euro-Afro hybrid intellectuals are in fact part of our problem in Africa; no one knows whether their allegiance lies in African philosophy or European philosophy. How to get rid of them when they are still creating others like themselves is a puzzle.

When we take control of our native African languages as the language of learning and define what constitutes knowledge to us, the same thing that happened in Britain will happen in our various cultures in Africa. We will unleash our full intellectual potential in all aspects of life. Each of our over 2,000 languages in Africa would become a knowledge cell with different interesting ways of solving their problem, their own way, researching and defining education according to what is important to them. Right now we cannot do all that because we think flat.

As long as we continue in western education, there will never ever be a time in human history when we would be better than white people. As long as we continue this way, that means we have surrendered ourselves as servants forever. The only way to break out of the box is to use our own language to create our own version of education. We can never learn to be better than white people (not even be like them) using the education they gave us. You cannot beat someone in his own game.

Timeline of enslavement of Britain & how English became an official Language

55 BCE: Roman invasion of Britain under Julius Caesar

43 CE: Roman invasion and occupation under Emperor Claudius. Beginning of Roman rule of Britain

436: Roman withdrawal from Britain complete

449: Anglo-Saxon settlement of Britain begins

450-480: Earliest Old English inscriptions date from this period

597: St. Augustine arrives in Britain. Beginning of Christian conversion of the Anglo-Saxons
 731: The Venerable Bede publishes The Ecclesiastical History of the English People in Latin
 792: Viking raids and settlements begin
 865: The Danes occupy Northumbria
 871: Alfred becomes king of Wessex. He has Latin works translated into English and begins practice of English prose. The Anglo-Saxon Chronicle is begun
 911: Charles II of France grants Normandy to the Viking chief Hrolf the Ganger. The beginning of Norman French
 1000: The oldest surviving manuscript of Beowulf dates from this period
 1066: The Norman conquest
 1150: The oldest surviving manuscripts in Middle English date from this period
 1171: Henry II conquers Ireland
 1204: King John loses the province of Normandy to France
 1348: English replaces Latin as the medium of instruction in schools, other than Oxford and Cambridge which retain Latin
 1349-50: The Black Death kills one third of the British population
 1362: The Statute of Pleading replaces French with English as the language of law. Records continue to be kept in Latin. English is used in Parliament for the first time
 1384: Wyclif publishes his English translation of the Bible
 1388: Chaucer begins The Canterbury Tales
 1400: The Great Vowel Shift begins
 1476: William Caxton establishes the first English printing press
 1485: Caxton publishes Malory's Le Morte d'Arthur
 1492: Columbus discovers the New World
 1525: William Tyndale translates the New Testament
 1536: The first Act of Union unites England and Wales
 1549: First version of The Book of Common Prayer
 1564: Shakespeare born

1603: Union of the English and Scottish crowns under James the I (VI of Scotland)

1604: Robert Cawdrey publishes the first English dictionary, Table Alphabeticall

1607: Jamestown, the first permanent English settlement in the New World, established

1611: The Authorized, or King James Version, of the Bible is published

1616: Death of Shakespeare

1623: Shakespeare's First Folio is published

1666: The Great Fire of London. End of The Great Plague

1702: Publication of the first daily, English-language newspaper, The Daily Courant, in London

1755: Samuel Johnson publishes his dictionary

1770: Cook discovers Australia

1776: Thomas Jefferson writes the Declaration of Independence

1782: Washington defeats Cornwallis at Yorktown. Britain abandons the American colonies

1788: British penal colony established in Australia

1803: Act of Union unites Britain and Ireland

1828: Noah Webster publishes his dictionary

1851: Herman Melville publishes Moby Dick

1922: British Broadcasting Corporation founded

1928: The Oxford English Dictionary is published

Source: www.wordorigins.org

Imminent social collapse

It either we take action now and take control of knowledge creation in our native languages, or we would be re-enslaved or at least re-colonized at some point in future. Our re-enslavement or re-colonization is assured because at some point in the future we would become more British than British people in our own lands. We would simply become tools to help re-colonize ourselves. At such a time, the populace would rise against the elite just as our ancestors rose against

Europeans. But this would be worse as African elites are going to have their airplanes at airports burnt, houses burnt, children kidnapped. In fact, the elites would be on the run when Africans rise against them. It is going to be a period of wealth denial as many would deny their wealth to save their lives.

Franz Fanon, in the 1950's, predicted the rise of "national bourgeoisie" or black elites who would replace European colonialist as soon as colonialism ends. It is already happening right now in our own eyes. As long as we continue to operate on western education, which continues to widen the gap in socio-economic structure, a time would come when Africans would realize the colonialists have been replaced with naïve colonialists.

This is not some conspiracy theory, I have done my research and history tells me Africa did not fully evolve from communalism to feudalistic society before Europeans stopped us dead on our track from solidifying into the type of socio-economic structure we would have had if we did not meet Europeans. That transition from communism to feudalistic society is a "natural curve" that we did not complete on our own. Like education; we are living a fake socio-economic structure imposed on us by Europeans.

You must understand the African people did not independently evolve the very framework of who should be our lawyers, teachers, doctors, nurses, politicians, bankers, clerks, etc. The very framework that determines who should rise to what position were designed by Europeans to serve their interest, not the interest of the African people. This is why the ruling class can afford to live such an ostentatious lifestyle in the face of poverty. They do so because they honestly don't understand they are one of those suffering people, because what it takes to rise to such position our society did not evolve by our own making. We did not determine what should be the criteria for becoming a lawyer, teacher, doctor, nurse, politician, banker,

clerk, etc. You may say they have been educated. And that is the point of this book!. The education itself was never ours, to begin with!. The education the lawyer, teacher, doctor, nurse, politician, banker, the clerk has is not ours. It was imposed on us!. We did not determine the values and what the lawyer, teacher, doctor, nurse, politician, banker, clerk, etc., should have known to merit that position in society. Get it?

We are living an illusion projected to us by Europeans. In the future, we are going to complete our natural socio-economic structural change. One day, the levies would be stretched to the limit, and the dam would collapse. It is natural. Nature would always want to return to itself. One day, the African people would rise to demand a share of the wealth of the nation. It happened in Europe when serfs rose against feudal landlords to demand a share of the wealth of the state.

I am not talking about people asking for a pay rise. I am talking about Africans suddenly being awakened about their poverty and declaring war on the elite and ruling class all over Africa. The elite and the ruling class would have no place to hide. They would be pursued, captured and burnt alive on the street, including their family members. They would run to America, Europe, and Asia, but Africans living there would send them back home to face the people, or they will remain in exile for the rest of their life.

It happened in France. In 1793, during the French revolution, French people rose and began killing the ruling class, including their king. This was a natural evolution of social justice, socio-economic re-structuring.

It happened in Britain. In 1649, British people rose against the ruling class and killed their king for dictatorship. This was a natural evolution of social justice, socio-economic re-structuring.

If we fail to listen to what this book has to say, in future Africans would seek socio-economic re-structuring, in order to reset the European imposed structure.

A few years ago, we had the Arab spring in North Africa and the Middle East, the masses unseated many kings, and it could have spread wider, but it was blocked by America and Britain, in order to protect the queen of England.

In future, in Africa, people are going to rise against the elite and the ruling class. We could have completed that natural curve centuries ago, but was imposed a fake socio-economic structure we still carry till today. One day this structure would collapse. It is a natural curve. When it happens, it is going to be bloodier than anything that happened somewhere else, because it would spread like wildfire from one African country to another all at the same time. It is a question of ‘when’ not ‘if’.

The question I get asked often

When I have answered all their questions, the last question they ask me is; where and how did you go to school? How were you educated?

Please find the answer in the postscript.

POSTSCRIPT

How I was educated

I began schooling in early 1980's in a village, South East Nigeria. My first day in school was not to go start learning, but to test whether I was old enough to begin schooling. In those days, you don't just start going to school until you have been certified as being of the right age by the school. That day I went with my junior sister and on getting to the school, we were told to cross our right hands over our heads and to touch our left ear. My sister could not do that successfully, but I was able to do so.

The next day I began schooling.

There was a serious economic crisis in Nigeria at that time due to one military government overthrowing another and economic instability that accompanied it. I lived with my paternal mother who was already getting old; she must have been in her 70's. Since I was born, she had always been an old lady.

By the time I started school, my elder brothers and sisters already finished school and have all gone to the city, so I was the only one living with mother. They left lots of books in a room. It was a room used as parking store and we seldomly enter there. So, the books they left were intact as if they were stored this morning. These were books they read in their primary school, secondary school, the university. There were also books read by others who were not even from our family, it also included handwritten notes taken at the school during lectures.

Mother who was old, could not buy my books, and as a result, I was frequently sent back home from school because I could not afford to bring the book teachers told us to buy. In one such occasion, I was sent back from school in the afternoon and mother took me to the store room and showed me cartons of books. There were several cartons and boxes fully stacked with books of all sorts of subjects. There were books on the floor, in the cupboard, wardrobe, under the bed. There were books everywhere!. I began dusting and cleaning the books. When I checked them, I found books ranging from subjects like Geography, Philosophy, History, Chemistry, English Literature, Physics, Agricultural science, Biology, Marketing, Economics, Fine art, etc. There were also books on mysticism and magic. Name them!. These were books read from the 1930's to 80's by my seniors. It contained books from about 6 generations of school leavers before me.

All subjects were there because many people, including my elder brothers, sisters, uncles, aunts, and even neighbors who had finished school, happened to dump their books in our house before moving to the city, since there was always someone in my household willing to receive the books.

I checked the books and they contained names of my elder brothers and sisters and also our neighbors. Some of the people that read the books were already married and had children by the time I started school. I asked mother and it turned out even my elder brothers and sisters also inherited lots of books from other people who finished school before them and left for the city. These contained books that several people read right from primary school to university. Mother told me to look for "new books" and that I should be able to find the book we need in school. She was not schooled, so she thought new book means a book that looks fresh, neither did I know.

I obeyed and I was able to find some fresh "new books" and the following day I took the "new books" to school,

unfortunately, the teacher told me it was not the book we needed in school. I was surprised how my ‘new books’ could be rejected. But, I wasn’t sad.

When I came back home, I told mother what the teacher said. She still could not afford to buy the required books. But she did encourage me to read the book and also the rest of the books in the cartons and boxes. I still remember what she said. She told me in kind persuasion ‘book is book’ just read them. Good mother assured me with love to read them; she said that those who read them before me were all intelligent. I obeyed.

I found many interesting books there. I read books like the adventures of Tom Sawyer, Gulliver’s travels, Chike and the river, things fall apart, Macbeth, a lot of books from James Hardley Chase and Wole Soyinka. Of course, and so many others I cannot remember their names. I read them on my own while in primary school, even though it was not required to read by the school.

By the time I started secondary school, I had made friends with the books. That room was my playground and I often retreat there. The books became my companion, including some subjects; especially Geography, Philosophy and History. I fell in love with them and in the process I taught myself, even though these subjects were not offered at my secondary school. My school was a small community school and we did not have Geography, Philosophy and History teacher. But as I said, I had developed love for these subjects on my own.

To study these subjects independently, I had to design my own lesson plan and course work, just like a teacher. In the process of trying to solve my problem, I became a teacher, teaching myself. I had to do that because no one else could do it for me. As a result, I naturally learned how to learn and how education happens.

Students should understand there is a way to learn, just as there is a way to teach.

The teacher is really not teaching you. What the teacher is actually doing is teaching you how to teach yourself. The teacher is simply giving you direction, a lead on how to study on your own. It is up to you to learn, it is not the job of the teacher. Ask yourself; how many things could your teacher possibly teach you in life? You see, it is up to you to pick up from the teacher on how to learn, then go on learning for the rest of your life. That's by the way.

Later, I sorted the books, according to subjects and class. The books that I considered "big books" that I could not comprehend when I read them, I packed them in one corner. Those that I could read and comprehend immediately, I placed them on a different corner. In the process, I made a small library, and at a point, I decided I must read all the books there. Thank God there were no facebook and we did not have a television. I would even advise serious parents who are interested in their children's education to train them out of the facebook and TV environment. There is no way your child is going to be a great student by spending valuable time on facebook and watching TV.

There were different syllabus used at different times. At some point, I got our school's syllabus and I compared to the old syllabus I found in the room or my library. I was surprised the old syllabus covered the same topics as our current syllabus. In fact, the old syllabus covered even more topics than our school's syllabus had to offer. Since the old syllabus covered more topics, I decided to study with it instead, though I regularly checked on the school's syllabus to make sure I stayed on course with the school curriculum. I followed the two syllabuses religiously. All this while no teacher or student knew what I was doing.

By the time I was in my final year in secondary school, I had read all the books. Actually, I read some more than once. I had also become the de-facto teacher in the classroom helping other students. I still remember, whenever our teacher left the classroom, every student turned to me to help them in one assignment or the other. I answered every one.

All this while my teachers had no idea I was studying Geography and history independently. But, fellow students knew later.

When we were registering for the West African Examination (WAEC), I added Geography and History as my subjects. But because my choice of subjects was different from every other student, our school principal saw it and sent for me to come see him in his office. When I got to his office, he thought I was out of my mind, so he wanted to know why I registered to sit for exam on subjects not offered by the school.

He asked me why I included HISTORY and GEOGRAPHY when we had no teacher for them. Well, I told him I have been studying both subjects for a very long time and that they were my favorite subjects. Then, he asked me; *do you mean you are running a parallel curriculum in this school?* I humbly answered Yes.

He refused that I sit for the two subjects for WAEC. He said I should re-submit my WAEC subjects without HISTORY and GEOGRAPHY. In hindsight, I can see he thought he wanted to help me do the right thing. The idea that I wanted to sit for an examination for two subjects not offered by the school sounded very strange to him. Nobody has done that before.

But I refused. I told him I have been studying those two subjects since I was in primary school, even before I entered secondary school. I told him repeatedly ‘‘HISTORY and GEOGRAPHY are my best subjects’’. He still thought I was

out of my mind. Actually, everybody thought I was out of my mind, including some students.

He then decided to test me.

Later that day, he came to our class, and he told the whole class (my classmates) what was happening. He said he was going to ask me some questions in the presence of my classmates. If I get the answers correct, I will write HISTORY and GEOGRAPHY in my WAEC. But if I fail his questions, I will not take them. I said o.k, no problem.

First, looking at an atlas, which he was hiding from me, he drew a map of Eurasia (parts of Europe and Asia) and he told me to point at "India, Sri Lanka, UK, and Russia". I did that gallantly in a flash!. Even before he finished drawing, I already knew what country he was drawing on the chalkboard. Then, he turned to South America, he drew the map of South America and he told me to point to "Chile and the Andes mountains" I did that very excitedly as well. He asked me a couple of other questions on GEOGRAPHY, and I answered all of them without fail.

What he didn't know was that for many years, I had been looking for a teacher to ask me such questions on Geography and History. For long, I was longing for someone to ask me such questions as a way to test what I was doing independently, but there was nobody to help me. I was very excited that day to answer questions on Geography and History by a teacher. For the first time, everything I was studying on my own looked real to me.

And that was the first and only day a teacher ever wrote "GEOGRAPHY" in a chalk board for me.

Long story short, I shocked the school principal. The man was so shocked about my knowledge of GEOGRAPHY and

HISTORY, so much that he later came to our house that evening to inform my father that whatever he does he must save money to send me to the university. But that was not to be.

From that day, whenever he saw me in school, he called me “Mr. Geography”, sometimes he also called me “Mr. History” of which I was proud to answer.

I later sat for GEOGRAPHY for WAEC and got credit C5. I was the only student in the examination hall that day, just me and the question paper. History was dropped because according to the school principal I could not do it alone. That was his assumption, though, but that was not correct. I was as prepared for HISTORY as I was for Geography. I would have still credited HISTORY, if he allowed me.

By the time I finished secondary school, I had come to understand what school and education is all about. I had become addicted to reading and I was always buying books. In 1994, I went to a bookshop in Ojuelegba, Lagos, to inquire about what was going on in the university and the types of book they were reading. I was not in any school or in the university, though, but I wanted to buy the books they were reading. I just wanted to know what they were studying so I could follow it up on my own. When I got to the bookshop I looked at the books and behold, I was shocked to see that the topics they were learning in the university were topics I already covered on my own many years ago!. I was like, this is a joke.

Suddenly, it dawned on me my mates in university were not better than me after all, because I already knew what they were learning!. Why worry? I said to myself. Upon this realization, I must have stood motionless for up to two minutes lost in thoughts. Standing still in the bookshop, I had a flashback throughout all my days in school from childhood to adulthood, my good mother, my little library, and it struck me that I was

the one student who actually had lots of books while we were in secondary school and that every other student was lacking book. I suddenly realized that all these years while I was in secondary school, I was conditioned by the school to believe I did not have books, when in fact it was the other students that were lacking books. I realized my lack of book was not real, rather, that was what the school and society had conditioned me to believe. I had a whole library to myself with books covering far more than whatever the school had to offer; so how could I be said not to have the books we needed? That day, I saw for myself that I had books in school far more than any other student. It dawned on me my lack of book was a perception sold me by the school and I believed the lie!. That was the moment I began questioning the whole thing called education. I am so grateful to good mother. Sometimes, I wonder how she creatively lured me to love to read, when our educated mothers today are busy on faceook and in beauty salons, caring for their fingernails and hair more than anything else. When they are not doing that it would be watching the latest telenovela on TV with their kids.

My conditioned state of mind in school is like our condition in Africa today. We have thousands of languages- the GREATEST natural resource to cause invention and development, yet we are trained to believe it is chaff and that only English and French could be used to invent, learn, explore, teach, and to go to the moon.

Just like I woke up from the matrix, and like Britain did in 1348, Africa WILL rule the world any day we break out of this matrix that tell us our native languages cannot do what French and English can do. When we wake up, America cannot compete with us because they would not stand a chance. They have only one language. China cannot compete with us because they have only one major language. France cannot compete with us. Britain cannot compete with us. No other continent naturally has what it takes to compete with us; they can only

compete with just one African language. Again, this is because every single African language could be used to understand everything English, French, Japanese, German, Russian, Chinese, Korean, etc., knows. That's by the way, a lot had been said about that already.

I began to study on my own after leaving secondary school, I was able to follow up African history to advanced level, though I don't have a degree on it. If told to rate myself, I don't have any doubt in my mind, I should have an advanced degree in African history/black history. I did not pursue Philosophy and Geography to advanced level, but I have a good grasp of them. I am still reading till this day, and I will continue to do so.

When it is all summed up, I discovered what education is all about. I discovered how to learn, how to teach. Most important, I learned how to get someone conceptualize a topic or a subject matter. I think the talent I have is how to help someone understand something. A friend of mine once told me "if you explain something to someone and he don't understand it, no one else can help him understand it".

Much later, after leaving school, I also discovered the education we have in Africa is not our version of education. It was imposed by Europeans during colonialism, and therefore, is still colonialism. I also learned how to create knowledge, how to de-colonize the minds of Africans.

The education we get does not allow students to form their own opinion and believe in themselves. It simply makes students follow instruction, when what they should be doing should be to go on exploring what the teacher just taught them.

For emphasis, any student reading this should understand the teacher is simply your guide. What the teacher is doing in class is simply helping you to learn how to learn. It is up to you to follow up on what the teacher told you in class. When you do

that you will discover more for yourself. That is when the education happens, not in the classroom!. This cannot be over emphasized.

If you are a student, there is no special period that you are supposed to read your books. Read your books, whether there is an exam or not, whether the school is in session or on holiday, whether the school is open or on strike. Also read even what is not in your school's curriculum. Read anything you can lay your hands on. Education does not mean reading to pass exam. Reading to pass an exam is cramming, not education. You are not reading to pass exam!. You read to know, to widen your mind. I wish I could open the skulls of students and put this information in their brains.

I have discovered two new subjects; one is PREDATORLOGY which is a subject that colonized countries should use to study the relationship between colonial masters and their former colonies. There should be a subject in African schools studying the evolution of slavery. Africans must understand that slavery never ends. Slavery will never end, it can only evolve!. It is up to us to realize our INTELLECTUAL SLAVERY of today and break away from it. Western education has conditioned us to believe we cannot use our native languages to build airplanes, ships, cars, trains, submarines, go to the moon, etc. We need a subject in school to study how we can break away from western control and this book has shown the way.

Another is a subject I call UNLEARN, though, I am still considering whether it should be unlearnology. This subject would help people do reverse-learning, because everything we have learned in life is not always true. At it's broadest form, unlearn will help address most of the world's problem like racism, which started off as ignorance in Europe. Racist people would need a course on UNLEARN or unlearnology in order to learn to drop their racism. This is a whole new story on its own.

There was no one to sponsor me to university, but I am fine. The university would not have made me more educated than I am. I honestly don't believe so. If I went to the university, I would have been just another conformist scholar trained not to question the establishment. I may even have been an educated fool who won't understand why we ought to replace English with our native African languages.

Children should please listen to their parents.

How to optimize education globally and remove indoctrination

Western education, even in Europe and America is very shallow as it does not get into the spiritual aspect of knowledge. In ancient times, Europeans were not intellectually capable of understanding the spiritual aspect of education from the ancient Egyptians, from where the Greeks learned. Those that did understand the spiritual aspect of reality, like Pythagoras and Socrates, were either chased away from Grece or jailed or killed.

After the killing of Nicolas Copernicus in 1543 in Rome, and banning of the teachings of Galilio Galilio, it becomes in Europe that facts are only what could be shown mathematically or observed under a microscope. So they reduced everything to maths, atoms, particles, quarks, waves and now to computer simulation. They think that those little objects is the end of reality, they have no idea those are effects coming from something huge, but which the very nature of science obstructs them from further inquiring about. My prediction is that this would eventually lead to undermining the brain, mind, and giving all powers to computer.

A western man is a MATERIAL man in nature, while an African is a NON MATERIAL man in nature. They are

materialistic in nature, they believe in what they can see, possess, and that is why capitalism would originate in Europe.

Western science is stuck right now because they are incapable of questioning question. For example; they said the fastest thing in the universe is light, but my mind travels faster than light. You could be in Australia and retrieve or recall a scene you saw in USA, you can do it forth and back because it is instant and does not need to travel at all. You could be anywhere in the universe and retrieve or recall a scene from anywhere else. That retrieval is something, and it is instant. Western man is incapable of going beyond that part of reality that they cannot observe under a microscope. They cannot deal with consciousness, spirituality, astral projection. This is why they cannot inquire what was there before a so called big bang, the placebo effect, the double slit and quantum entanglement. But that aspect of inquiry into the nature of reality was what our African ancestors mastered thousands of years ago, which was labelled "black magic" by the western man and were destroyed in Egypt and other parts of Africa in ancient times. That is why humanity is stunted today because that knowledge of the immaterial world, plus the manipulation of the atom in the laboratory would have given humanity a holistic understanding of reality. Western man in his arrogance and ignorance destroyed all of that, and imposed his own scientific conceptual construct of reality to the rest of the world as the only truth, but it is nothing more than a new age religion that cannot be questioned.

One way you can see the shallowness of western education is the idea of asking students to "define" a word or terminology. Example; in Chemistry you may get a question like; what is a catalyst? Define a catalyst. The student then goes like; a catalyst is a substance that speeds up a chemical reaction but is not used in the process.

In economics lesson you may get questions like; define a stock market. The student then goes like; a stock market is a place where stock it bought and sold.

The above isn't an appropriate way to access whether a student understands what a teacher has taught them. Asking for definition in that way is a very short-sighted way of testing the depth of a student's knowledge about a topic or terminology. It opens up ways for students to simplify cram and regurgitate whatever the teacher said in the previous lesson. It does not allow students conceptualize what the teacher says. Because you can define something and still not understand what you said. And while you can use such to pass exams, but you can't use it to get educated.

I have developed a better way of asking questions and testing students. It is a better method that would naturally compel students themselves to go on to research by themselves, and in the process conceptualize any subject matter. It would open up the minds of students to want to know more themselves. It is called the Asaa principle.

The asaa principle exploits the natural rule which shows that everything is opposite of something else. It is similar to what Isaac Newton meant when he said "*every action has an equal and opposite reaction*". However, it is important to note that it was not originally Newton's idea. In Africa, the ancient Egyptians developed that idea thousands of years before Newton was born. They will never tell you this in school.

The ancient Egyptians called the duality thus: -

Hok/Hoket

Kuk/Kuket

Nun/Nunet

Amun/Amunet

Etc.

It is the same as: -

UP and DOWN
LOW and HIGH
GOD and SATAN
FAR and NEAR
MALE and FEMALE
POOR and RICH
TRUTH and LIE
ANGRY and HAPPY
GOOD and BAD
COME and GO
HAPPINESS and SADNESS
Etc.

You cannot define happy or happiness unless you have been sad or angry before. You must know what anger or sadness feels like, before you could be able to define happiness- vice versa. Every question has two-in-one answer.

You cannot define UP unless you understand what DOWN is.

You cannot define MALE unless you know what is FEMALE.

Therefore, when in a Chemistry class; for example, the question "define a catalyst" can only tell the student what a catalyst is, but it will not tell him what a catalyst is not. It is, therefore, a "one-sided" question and it is very short-sighted and knowledge obtained would be linear knowledge.

The asaa principle

In a chemistry class, instead of asking a student to simply define a catalyst, the asaa principle would pose the question as below.

1 (i). What is a catalyst? Give an example.

A catalyst is a substance that makes a chemical reaction happen more quickly without itself being changed or used.

Example; Chlorine acts as a catalyst promoting the breakdown of ozone.

1 (ii). What is the opposite of a catalyst? What is an anti-catalyst? Give an example.

I don't know what an anti-catalyst is as I have not heard about that before. But in trying to understand the opposite of a catalyst, it compelled me to do a little research. In the process, I just learned something new, and it gives me a better understanding of what's a catalyst. When I checked the meaning of an anti-catalyst, below is what I found.

“An anti-catalyst is a substance that retards or arrests a chemical reaction. It is a substance that reduces or destroys the effectiveness of a catalyst”.

“Chemotherapy is used at the moment to slow tumor growth and slow it down. As is radiotherapy. I guess this kind of like an anti-catalyst, especially chemotherapy. However, the definition of a catalyst is you can get it back at the end, and it is unchanged. I am not sure we could get anything we put in the human body back after it is used like a true catalyst, unfortunately. Cancer is awful, so I do hope that one day we can cure it all”.

“Plenty of chemicals would slow down enzyme reactions, though they wouldn't necessarily work in the body. They aren't anti-catalysts really, but they will slow down reactions. There are various types, irreversible and reversible inhibitors, as well as competitive and non competitive. Even strange seeming things like having too much starting material can slow down an

enzyme. Also, having too much product can slow them down too. In short, enzymes can be pretty awkward things to get going, its more often that you want to speed them up rather than slow them down”.

1 (iii). What is the neutral? What is neither a catalyst nor anti-catalyst?. Give an example.

The neutral is a substance that neither speed up a chemical reaction nor slow it down. Example; air.

Get it?

Important: The above questions together is just one question, not three questions. Again, every question has two-in-one answer. It is what we call YES or NO. Scientists call it positive charge and negative charge. Yes and No is the same answer to one question!. It is just the motive for saying YES or NO that creates the illusion they are two answers, when it is actually one answer to a question. In fact, sometimes, we do answer a question by saying YES and NO at the same time!. That is the proper way a question should be answered because, if you understand only the "yes" part, you have only one side of the answer, and if you understand the "no" part, you have only one side of the answer as well. In order to FULLY understand the answer, you must understand both sides of what the person has to say.

In trying to understand the opposite and neutral of a catalyst, I have come to appreciate the meaning of a catalyst better. In fact, I began to wonder if we could find drugs to do the opposite of what bacterias do in our bodies. The asaa principle would compel students to go on to explore and discover by themselves. Students should be made to know, at the same time, what something is and also what it is not. In trying to find out the opposite and neutral, they will learn for themselves what they are defining and will have what I call compound or panoramic knowledge about whatever they are learning.

Again, this concept is exploiting the duality we find in nature. This concept comes from "ogbu asaa" which interprets in my native language as "that kills seven." Something like using one stone to kill seven birds. This principle could be applied to conceptualize anything, whether on the street or in the classroom. In fact, it could have broader applications that I am still looking into. For example; you can use this principle even in your daily life.

What problem do you have? Maybe the problem is going to school late. Maybe it is going to work late. Whatever the problem. If the problem is going to school late, the asaa way to the solution is as follows:-

List 3 or more reasons that cause you to go to school late.

List 3 or more things that if you do, it will make you go to school on time.

List 1 or more things you do that is neutral (that will neither make you go early nor late).

If you list them, you have just discovered the answer to your problem by yourself!.

The same principle applies, if you go to work late. If you go to work late, the asaa way to the solution is as follows:-

1 (i). List 3 or more reasons that cause you to go to work late.

1 (ii). List 3 or more things that if you do, it will neutralize those reasons.

1 (iii). List 1 or more things you do that is neutral (that will neither make you go early nor late).

If you list them, you have just discovered the answer to your problem by yourself!.

Get it?

The only way to get people to have a compound or a panoramic view of education is incorporating the asaa principle wherever learning occurs.

You cannot know something unless you know the opposite. If you claim to know it (which is the way learning occurs today), then your knowledge of that is only linear or monologue in nature. It is not compound or panoramic in nature. When you understand this, you will understand the framework of what we call education, even in the west is faulty, which is why it opens up ways for education to be used as a tool for mass indoctrination. The reason Europeans successfully used education as a tool for indoctrination in all their former colonies is because there is no way to reverse-learn within the current framework that education happens across the world. I discovered the reason anybody could be indoctrinated is because knowledge acquisition everywhere in the world happens linearly. It only goes one direction. It is like a monologue. It is like a car made to drive forward in one direction, and it cannot reverse. The only way to remove indoctrination in education across the world is the asaa principle.

We cannot learn how to be better than white people using the same education they gave us. It will NEVER happen!. In other words, there will never be a time in human history when we will be on top, unless we re-invent education. This is a fact. Deal with it!. What we need in Africa is go back and re-invent education based on African philosophy. The only way we can be truly free is to discard the system of education inherited from colonial masters and create a brand new system of education based on African philosophy. We either do this or return to full-scale slavery in the future. We either do this or worship white people forever.

When Albert Einstein was working to solve his general relativity theory maths puzzle, his close friend told him "if

you solve this maths nobody will believe you." The reason his friend said that to him was because it was already an established fact that gravity worked the way Isaac Newton theorized it. It was unthinkable to consider gravity in a different way at that time. Eventually, Einstein disproved Newton. The rest is history.

In this book, I have explained the reason for our poverty and seeming backwardness in Africa, and people may find it difficult to accept because it is unthinkable today. I have spent six years in research, writing this book, and the reason I have put it out for free is to enable as many Africans as possible read it. I am not interested whether I make money off it or not. If I make money from it fine, if I don't make money from it fine. As long as we are getting smarter, Africans will arrive at this same conclusion, either now or in the future. I am very confident of that, and as shown, Britain once arrived at the same conclusion when they were in our situation.

It took over 400 years for the slaves to free themselves in American and Caribbean plantations because they got so used to being slaves. It took African countries 50 years, some countries 80 years to free ourselves from colonialism because we got so used to being colonized. What I don't know is how long it would take us to come out of the intellectual slavery we are in today.

Efforts to pass this message through music did not achieve great results, maybe because my songs sounded too religious for the kind of goal I am pushing for, but if you listened to my music before, be informed my view about religion has changed. My future recordings would be completely different as I am now fully fine tuned to the eternal African consciousness frequency at cosmic level. My old recordings could be found on iTunes, Amazon Mp3, and other online music vendors. Something explosive will be coming up later in the year.

Aside music, I can show students how to learn. I can show school children, students, and teachers what science is all about. I can show adults, societies, and governments how science is the key to development. I can show an individual or society the cause of their problem and solution. I can show adults historically how Africa ended up the way we are today.

I am looking for more ways to get this information across, this is why I have put out this book online for free. I am in my early 40's and ready to speak to the African people any place on the continent, whether it is on radio or school or one person or a hundred or thousand or a million people. I am also ready for a live debate on radio or TV with anybody on this topic.

I am currently doing this on personal effort and now that this book is out, I want to devote some time to fully develop the subject PREDATORLOGY, which is a branch of study that would enable Africans study the nature of the European, the evolution of slavery, neo-colonialism, and the state of colonialism today. The next would be to run a type of school based on my experiences in education. In this school that I wish to run in West, South, and East Africa, I will create a completely new type of African youths that would realize the Africa of our dreams. If I have my way, Africa will rule the world, unfortunately, there's no one to help me.

If you would like to help me achieve this goal, you may get in touch with me at my contact below. I'll also advise you get the paperback version of this book on Amazon, it's free, but they'll charge you for shipping. Get the book and keep it for your children to read when they grow up. If you are associated with a publishing company and can get this piece published in a better way, get in touch. I'll appreciate if anyone could help me translate this to French.

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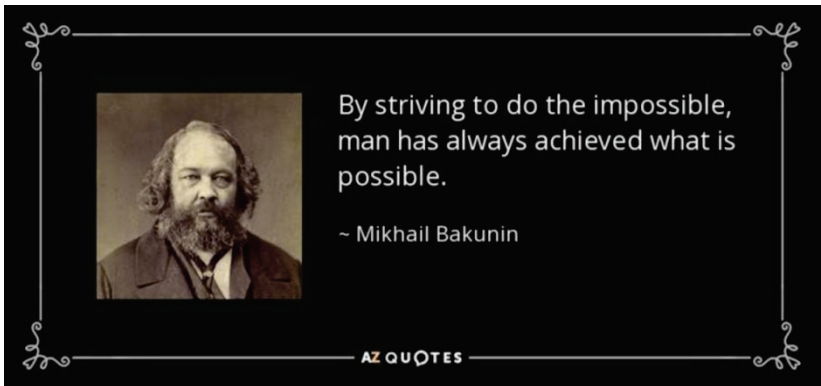
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45 Everyday Phrases Coined By Shakespeare-
<http://www.bbcamerica.com/anglophenia/2014/04/45-phrases-coined-shakespeare-450th-birthday>

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The sounds of language- by Maciej Karpiński

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List of Nobel laureate winners by country

https://en.wikipedia.org/wiki/List_of_Nobel_laureates_in_Literature

I am a scientist Source: www.imascientist.org.uk

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Recommended movie:

The matrix (1999 edition)

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